SSR

(Self Study Report)

Brahmrishi College of Education

Virat Nagar, Pinjore, Distt. Panchkula

Haryana. PIN- 134104

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Submitted to:

The Director

National Assessment and Accreditation Council

P.O. Box Nagerbhari, Bangalore - 500072, India

Brahmrishi College of Education

Chief Foun[illegible] Brahmrishi Bawra ji Maharaj

***Principal*:-** *Dr. Swami Amrita Ji*

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Preface

It is with immense pleasure that I present the Self Study Report (SSR) of our institute to the National Assessment and Accreditation Council (NAAC), Bangalore. This report is the phenomenal out-come of all the facets of our Institute. It is rather not an easy job to enlighten each and every facet of our organisation. I am here actually to appreciate the efforts put in by the members of the staff for their collaborative and collective ventures with an open heart at our single disposal every time.

It is a realized fact that the professional education of a teacher bears the burden of qualitative improvement in the field of educating India. Besides this, there is one more aspect of the teachers which needs to be nurtured other than professional quatification and that is their mental and emotional health. Taking this into consideration, the Chief Founder and Director of Vishv Siksha Niketan Sansthan our Reverred Gurudev H.H. Brahmrishi Vishwatma Bawra ji felt the need to start a College of Education in 1997 with D. Ed. (One Unit i.e. 50 seat) in the very premises of Sansthan's main Centre Virat Nagar, Pinjore. With the loving assistance from our society and hard work of our staff we have gradually grown up with now B. Ed. 100 seats and D. Ed 100 seats. The institute is presently being run by the management of Brahmrishi college of education headed by Swami Dr. Amrita (Masters in English, B. Ed. Gold Medalist, M. Ed and Ph. D. in education from Panjab University, Chandigarh).

It is all because of the efforts of the Principal Chairperson Swami Dr. Amrita Ji and the dear members of the managing committee and staff that our institute has touched the coveted heights of glory with discipline and dedication.Inspired by the great Vedic Sanatan philosphy to see oneness in all – एकत्वं अनुपश्यत:, The student-teachers are trained to attain doubtless knowledge i.e. wisdom, lustless love and selfless service.

The college is proud of all its achievements so for yet, much more needs to be done. We are striving our best for providing, needs and values based education to the motherland. We are always in the fore-front for the providence, sustenance and enhancement of quality in education. We eagarly and keenly follow the current and latest trends in teacher education to lay strong foundations of learning and strenghten the urge to excel.

Date 08.04.2015 Principal cum Chairperson
Place- Pinjore(Panchkula),Haryana.

Executive Summary

Strengths:

Brahmrishi College of education operates in a very conducive, congenial, disciplined, supportive, motivate and divine atmosphere wherein the regulatory body along with the academic body strives as a unit to attain and maintain the following features of the institution.

- High enrolment of students through a transparent admission process.
- Healthy and peaceful environment for providing education.
- Discipline is the key to success and college maintains disciplined environment as in the college there is a dress code for students and even for the teachers also.
- There is a cooperative environment between the staff and the management.
- Emphasis is laid on inculcation of intellectual, social, moral, cultural and spiritual values.
- Good numbers of text books with multiple titles and reference books in the library of the college.
- Good numbers of computers to facilitate the students with practical knowledge
- Internet connection with Wi-Fi connection at different segments of the college.
- Financial support in terms of free ships and Post-Metric Scholarships for SC/ST Students and OBC students under state government schemes.
- Good relationship between the students and the faculty members.
- Qualified and dedicated faculty members.
- Teacher's diaries are prepared by the teachers & checked by the principal regularly to ensure that curriculum is going on properly.
- Active NSS unit, Social Service Club, Spiritual club, Placement cell, Sports committee, Alumni association etc. for organizing/ participating different extension and outreach programme.
- We have huge and magnificent infrastructure with almost all the facilities of teaching-learning process, student progression and environment friendly campus.

- We have well furnished laboratories as computer lab, language lab, Science lab, Psychology lab, Math's lab, ET lab etc. So that students can acquire practical knowledge.
- Activities record is maintained properly so that it can be monitor that activities are going according to schedule.
- In order to develop competency in basic skills involved in teaching, the students take opportunity to get demonstration of model lessons by technological devices viz. multimedia, OHP, LCD projector, Power point presentations etc. Then they are also provided with the opportunity to give their micro lessons through these devices.
- Morning assembly is also important part of curricular aspect which is filled with themes every day.
- Students are divided in to houses so that in each particular group, students can learn to work as team.
- To promote physical and psycho-social development of students yoga classes are also the part of their curriculum.
- Innovative techniques of teaching like seminars, tutorials, projects and multimedia presentations are used.
- Students are given assignment and students are encouraged to prepare it using different reference books.
- Organization of extension lectures to broaden the mental horizon of the students and to strengthen their cognitive structure on diverse topics.
- Well maintained and comfortable class rooms, Staff room, wash rooms etc.
- Student teacher ratio is less than 30% which is beneficial for the students.
- Regular meetings of principal with staff members. Etc.

Above all, the inspiring leadership of the Principal with her sincere dedication has added immensely to the strength of the college.

In progress

The college has substantial potentiality for enhancing/expanding its educational operations by bringing about innovative changes in teaching-learning-evaluation, library resources and laboratory resources with the support of its qualified teachers. We have enough ground space for expansion of building and infrastructure. The college has opportunities for establishing additional linkages with other institutions/organizations of the state to enhance the quality of its outreach

programmes. Maximum use of ICT to reach out to the global pool of knowledge is the opportunity of the college.

Key relationship with the practice teaching schools:

- Government schools: Our students of B. Ed. and D. Ed. for their teaching practices go in the govt. schools. Students of D.Ed. course complete their internship for six months in the govt. schools. This maintains a relationship between practice teaching schools and the institute.

- Private Schools: Private schools participate in the placement of the students conducted by the placement cell of the institute.

Besides, this govt. schools or private schools are also invited to the college seminars/ functions etc. which maintains a warm relationship between schools and the institution.

Key relationship with the Community at large:

Our institution keeps links with the established organizations in near by area like; CRPF, Saket, Senior citizen association, various social organizations like Brahmin Sabha, Punjabi Sabha, Ravidas Sabha etc.are invited from time to time. Various organizations are helped financially also like:

- Mother Teresa saket council Chandimandir (NGO)
- Mandhudhar kasauli (Leprosy center)(GO)
- Rotary club sec-35 Chandigarh (NGO) etc.

Challenges:

Faced by the institution in building the quality institution as follows:

- Maintenance and upkeep of huge college building and campus
- Modernization of all laboratories according to need.
- To make our institute approachable by various mode of travelling
- To compete with other institute with relation to the process of admission although there is no other B. Ed. college within the radius of 40 K.M.
- To involve & invite other colleges of education to a remote place like ours

PART - I

Institutional Data

A.

Profile of the Institution

1. **Name and address of the institution: Brahmrishi College of education, Virat Nagar, Pinjore. Distt. Panchkula, Haryana.**

2. **Website URL: www.bceviratnagar.com**

3. **For communication:**

Office:

Name	Telephone with STD code	Fax	Email Address
Head/ Principal Dr. Swami Amrita	01733-266770	-	jaiviratamrita@gmail.com
Vice Principal			
Self Appraisal Coordinator Ms. Shweta Gaba	01733-266770	-	jaiviratshweta@gmail.com

Residence:

Name	Telephone with STD code	Mobile
Head/ Principal Dr. Swami Amrita	01733-266070	09416258959
Vice Principal		
Self Appraisal Coordinator Ms. Shweta Gaba		09416554550

4. Location of the Institution:

Urban		Semi-urban		Rural	√	Tribal	

Any other (specify and indicate)

5. Campus area in acres: 3 acres

6. Is it a recognized minority institution? Yes ☐ No ☑

7. Date of establishment of the institution:

Month & Year

MM	YYYY
11	1997

8. University/Board to which the institution is affiliated:

Kurukshetra University and S.C.E.R.T. Gurgaon Haryana

9. Details of UGC recognition under sections 2(f) and 12(B) of the UGC Act.

(Not Applicable)

Month & Year

	MM	YYYY
2f		

Month & Year

	MM	YYYY
12B		

10. Type of Institution

a. By funding	i. Government	
	ii. Grant-in-aid	
	iii. Constituent	
	iv. Self-financed	√
	v. Any other (specify and indicate)	
b. By Gender	i. Only for Men	
	ii. Only for Women	
	iii. Co-education	√
c. By Nature	i. University Dept.	
	ii. IASE	
	iii. Autonomous College	
	iv. Affiliated College	√
	v. Constituent College	
	vi. Dept. of Education of Composite College	
	vii. CTE	
	Viii. Any other (Specify and indicate)	

11. Does the University / State Education Act have provision for autonomy?

Yes [ ] No [√]

If yes, has the institution applied for autonomy?

Yes [ ] No [ ]

12. Details of Teacher Education programmes offered by the institution:

Sl. No.	Level	Programme / Course	Entry Qualification	Nature of Award	Duration	Medium of instruction
i)	Pre-primary			Certificate		
				Diploma/		
				Degree		
ii)	Primary/ Elementary			Certificate		
		D. Ed.	Senior Secondary	**Diploma/**	2 Years	Hindi
				Degree		
iii)	Secondary/ Sr. secondary			Certificate		
				Diploma/		
				Degree		
iv.)	Post Graduate			Diploma/		
				Degree		
v.)	Other (specify)			Certificate		
				Diploma/		
		B. Ed.	Graduation/ Post Graduation	**Degree**	1 Year	Bilingual

(Additional rows may be inserted as per requirement)

13. Give details of NCTE recognition (for each programme mentioned in Q.12 above)

Level	Programme	Order No. & Date	Valid Up to	Sanctioned Intake
Pre-primary				
Primary/ Elementary	D. Ed.	F. No. F-3/H.R./73/99/12587 6/10/1999		50
	D. Ed.	NRC/NCTE/F-7/HR-619/2008,44140		50+50 (add intake)=100
Secondary/ Sr. secondary				
Post Graduate				
Other (specify)	B. Ed.	F.NRC/NCTE/HR-1270/2008,57922 21-8-2014		100

(Additional rows may be inserted as per requirement)

B.

Criterion-wise inputs

Criterion I: Curricular Aspects

1. **Does the Institution have a stated**

Vision	Yes	√	No	
Mission	Yes	√	No	
Values	Yes	√	No	
Objectives	Yes	√	No	

2. a) Does the institution offer self-financed programme(s)?

Yes	√	No	

If yes,

a) How many programmes? **2**

b) Fee charged per programme

D. Ed.-25800/- annually

B.Ed. 44000/- annually

3. Are there programmes with semester system

Yes, D.Ed. with semester system

4. Is the institution representing/participating in the curriculum development/ revision processes of the regulatory bodies?

Yes	√	No	

If yes, how many faculties are on the various curriculum development/ vision committees/boards of universities/ regulating authority.

ONE

5. Number of methods/elective options (programme wise)

D.Ed.	√
B.Ed.	√
M.Ed. (Full Time)	
M.Ed. (Part Time)	
Any other (specify and indicate)	

6. Are there Programmes offered in modular form

Yes	√	No	

Number	Two

7. Are there Programmes where assessment of teachers by the students has been introduced

Yes	√	No	

Number	Two

8. Are there Programmes with faculty exchange/visiting faculty

Yes	√	No	

Number	Two

9. Is there any mechanism to obtain feedback on the curricular aspects from the

- Heads of practice teaching schools

Yes	√	No	

- Academic peers

Yes	√	No	

- Alumni

Yes	√	No	

- Students

Yes	√	No	

- Employers

Yes	√	No	

10. How long does it take for the institution to introduce a new programme within the existing system?

Approx 8 years

11. Has the institution introduced any new courses in teacher education during the last three years?

Yes		No	√

Number	

12. Are there courses in which major syllabus revision was done during the last five years?

Yes	√	No	

Number	Two

13. Does the institution develop and deploy action plans for effective implementation of the curriculum?

Yes [√] No [ ]

14. Does the institution encourage the faculty to prepare course outlines?

Yes [√] No [ ]

Criterion II: Teaching-Learning and Evaluation

1. How are students selected for admission into various courses?

a) Through an entrance test developed by the institution	
b) Common entrance test conducted by the University/Government	
c) Through an interview	
d) Entrance test and interview	
e) Merit at the qualifying examination	√
f) Any other (Specify and indicate)	
(If more than one method is followed, kindly specify the weightages	

2. Furnish the following information (for the previous academic year):
For (B. Ed.)

a) Date of start of the academic year	15/9/2013
b) Date of last admission	11/10/2013
c) Date of closing of the academic year	31/5/2014
d) Total teaching days	201
e) Total working days	210

3. Total number of students admitted (2013-14):

Programme	Number of Students			Reserved			Open		
	M	F	Total	M	F	Total	M	F	Total
D.Ed.	50	146	196	28	82	110	22	64	86
B.Ed.	05	64	69	03	25	28	02	39	41
M.Ed. (Full Time)									
M.Ed. (Part Time)									

4. Are there any overseas students?

Yes		No	√

If yes, how many?

5. What is the 'unit cost' of teacher education programme? (Unit cost = total annual recurring expenditure divided by the number of students/ trainees enrolled).

a) Unit cost excluding salary component: 6461

b) Unit cost including salary component: 19414

(Please provide the unit cost for each of the programme offered by the institution as detailed at Question 12 of profile of the institution)

6. Highest and Lowest percentage of marks at the qualifying examination considered for admission during the previous academic session

Programme	Open		Reserved	
	Highest (%)	Lowest (%)	Highest (%)	Lowest (%)
D.Ed.	80.40	52.50	79	49.80
B.Ed.	66.94	46.25	70.83	48.3
M.Ed. (Full Time)				
M.Ed. (Part Time)				

7. Is there a provision for assessing students' knowledge and skills for the programme (after admission)?

Yes [√] No [ ]

8. Does the institution develop its academic calendar?

Yes [√] No [ ]

9. Time allotted (in percentage)

Programme	Theory	Practice Teaching	Practicum
D.Ed.	68.2%	13.6%	18.2%
B.Ed.	65%	20%	15%
M.Ed. (Full Time)			
M.Ed. (Part Time)			

10. Pre-practice teaching at the institution

a) Number of pre-practice teaching days

1	0

b) Minimum number of pre-practice teaching lessons given by each student

0	2

11. Practice Teaching at School

a) Number of schools identified for practice

1	0

teaching

(b)Total number of practice teaching days

2	0

c) Minimum number of practice teaching

4	0

lessons given by each student

12. How many lessons are given by the student teachers in simulation and pre-practice teaching in classroom situations?

No. of Lessons In simulation	No. **10**	No. of Lessons Pre- practice Teaching	No**. 5**

13. Is the scheme of evaluation made known to students at the beginning of the academic session?

Yes	√	No	

14. Does the institution provide for continuous evaluation?

Yes	√	No	

15. Weightage (in percentage) given to internal and external evaluation

Programme	Internal	External
D.Ed.	34.7%	65.3%
B.Ed.	20%	80%
M.Ed. (Full Time)		
M.Ed. (Part Time)		

16. Examinations

a) Number of sessional tests held for each paper

0	2

b) Number of assignments for each paper

2	3

17. Access to ICT (Information and Communication Technology) and technology.

	Yes	**No**
Computers	√	
Intranet	√	
Internet	√	
Software / courseware (CDs)	√	
Audio resources	√	
Video resources	√	
Teaching Aids and other related materials	√	
Any other (specify and indicate)		

18. Are there courses with ICT enabled teaching-learning process?

Yes	√	NO	

Number	Three

19. Does the institution offer computer science as a subject?

Yes	√	NO	

If yes, is it offered as a compulsory or optional paper?

Compulsory	√	Optional	

CRITERION III: RESEARCH, CONSULTANCY AND EXTENSION

1. Number of teachers with Ph. D and their percentage to the total faculty strength

Number	2		13.3 %

2. Does the Institution have ongoing research projects?

Yes		NO	√

If yes, provide the following details on the ongoing research Projects :

N.A

Funding agency	Amount	Duration(year)	Collaboration, if any

(Additional rows/columns may be inserted as per the requirement)

3. Number of completed research projects during last three years.

N. A.

4. How does the institution motivate its teachers to take up research in education? (Mark _for positive response and X for negative response)

• Teachers are given study leave	N. A.
• Teachers are provided with seed money	N. A.
• Adjustment in teaching schedule	N. A.
• Providing secretarial support and other facilities	N. A.
• Any other specify and indicate	N. A.

5. Does the institution provide financial support to research scholars?

Yes | N. A. | No |

6. Number of research degrees awarded during the last 5 years.

a. Ph.D. N. A.

b. M. Phil. N. A.

7. Does the institution support student research projects (UG & PG)?

Ans: Not Applicable

Yes | | No |

8. Details of the Publications by the faculty (Last five years)

	Yes	No	Number
International journals	√		1
National journals – referred papers Non referred papers	√		25
Academic articles in reputed magazines/news papers			
Books	√		1
Any other (specify and indicate)			

9. Are there awards, recognition, patents etc received by the faculty?

Yes	√	NO	
Number		One	

10. Number of papers presented by the faculty and students (during last five years):

	Faculty	Students
National seminars	18	
International seminars	5	
Any other academic forum	3	

11. What types of instructional materials have been developed by the institution?
(Mark `_' for yes and `X' for No.)

Self-instructional materials	√
Print materials	√
Non-print materials (e.g. Teaching Aids/ audio-visual, multimedia, etc.)	√
Digitalized (Computer aided instructional materials)	√
Question bank	√
Any other (specify and indicate)	

12. Does the institution have a designated person for extension activities?

Yes [√] No [ ]

If yes, indicate the nature of the post.

Full-time [ ] Part-time [√] Additional charge [ ]

13. Are there NSS and NCC programmes in the institution?

Yes	√	No	

14. Are there any other outreach programmes provided by the institution?

Yes	√	No	

15. Number of other curricular/co-curricular meets organized by other academic agencies/NGOs on Campus

Four

16. Does the institution provide consultancy services?

Yes	√	No	

In case of paid consultancy what is the net amount generated during last three years.

Free of Cost

17. Does the institution have networking/linkage with other institutions/ organizations?

Local Level	√
State Level	√
National Level	√
International Level	√

CRITERION IV: INFRASTRUCTURE AND LEARNING RESOURCES

1. Built-up Area (in sq. mts.)

2589 Sq. Mts.

2. Are the following laboratories been established as per NCTE Norms?

a) Methods lab	Yes	√	No	
b) Psychology lab	Yes	√	No	
c) Science Lab(s)	Yes	√	No	
d) Education Technology lab	Yes	√	No	
e) Computer lab	Yes	√	No	
f) Workshop for preparing teaching aids	Yes	√	No	

3. How many Computer terminals are available with the institution?

38

4. What is the Budget allotted for computers (purchase and maintenance) during the previous academic year?

1, 50,000/-

5. What is the Amount spent on maintenance of computer facilities during the previous academic year?

51,236/-

6. What is the Amount spent on maintenance and upgrading of laboratory facilities during the previous academic year?

40,808/-

7. What is the Budget allocated for campus expansion (building) and upkeep for the current academic session/financial year?

10 Lakh Approx

8. Has the institution developed computer-aided learning packages?

Yes [√] No [ ]

9. Total number of posts sanctioned

	Open		Reserved	
	M	F	M	F
Teaching	2	8	0	7
Non-teaching	1	0	1	3

10. Total number of posts vacant

	Open		Reserved	
	M	F	M	F
Teaching	0	2	0	2
Non-teaching	0	0	0	0

11. a. Number of regular and permanent teachers

(Gender-wise)

	Open		Reserved	
Lecturers	M	F	M	F
	2	6	0	5
Readers	M	F	M	F
Professors	M	F	M	F

b. Number of temporary/ad-hoc/part-time teachers

(Gender-wise)

	Open		Reserved	
Lecturers	M	F	M	F
Readers	M	F	M	F
Professors	M	F	M	F

Not Applicable

c. Number of teachers from

Same state	11
Other states	2

12. Teacher student ratio (program-wise)

Programme	Teacher student Ratio
D.Ed.	1:28
B.Ed.	1:14
M.Ed. (Full Time)	
M.Ed. (Part Time)	

13. a. Non-teaching staff

	Open		Reserved	
	M	F	M	F
Permanent	1	0	1	3
	M	F	M	F
Temporary	0	0	0	0

b. Technical Assistants

	M	F	M	F
Permanent	0	4	0	0
	M	F	M	F
Temporary	0	0	0	0

14. Ratio of Teaching – non-teaching staff

14:5

15. Amount spent on the salaries of teaching faculty during the previous academic session (% of total expenditure)

38.46%

16. Is there an advisory committee for the library?

Yes	√	No	

17. Working hours of the Library

On working days	√
On holidays	
During examinations	

18. Does the library have an Open access facility

Yes	√	**NO**	

19. Total collection of the following in the library

a. Books	4690
- Textbooks	3850
- Reference books	840
	12

b. Magazines

e. Journals subscribed

- Indian journals	5
- Foreign journals	2
f. Peer reviewed journals	
g. Back volumes of journals	8

h. E-information resources

- Online journals/e-journals	2
- CDs/ DVDs	10
- Databases	
- Video Cassettes	50
- Audio Cassettes	200

20. Mention the

Total carpet area of the Library (in sq. mts.)	140 sq. mts.
Seating capacity of the Reading room	70

21. Status of automation of Library

Yet to intimate	
Partially automated	√
Fully automated	

22. Which of the following services/facilities are provided in the library?

Circulation	√
Clipping	
Bibliographic compilation	
Reference	√
Information display and notification	√
Book Bank	√
Photocopying	√
Computer and Printer	√
Internet	√
Online access facility	√
Inter-library borrowing	√
Power back up	√
User orientation /information literacy	√
Any other (please specify and indicate)	

23. Are students allowed to retain books for examinations?

Yes	√	No	

24. Furnish information on the following

Average number of books issued/returned per day	70/60
Maximum number of days books are permitted to be retained	
by students	10 days
by faculty	4 months
Maximum number of books permitted for issue	
for students	2 books
for faculty	4 books
Average number of users who visited/consulted per month	
Ratio of library books (excluding textbooks and book bank facility)to the number of students enrolled	1:2

25. What is the percentage of library budget in relation to total budget of the Institution

1.27%

26. Provide the number of books/ journals/ periodicals that have been added to the library during the last three years and their cost.

	I (2014)		II (2013)		III (2012)	
	Number	Total cost (in Rs.)	Number	Total cost (in Rs.)	Number	Total cost (in Rs.)
Text books	111	22,096	130	16501	488	77668
Other books	8	30605	18	2968	2	1595
Journals/ Periodicals	5/12	1840/530	5/7	1840/275	5/6	1840/245
Any others specify and indicate	10(CD'S)	1400				
(Additional rows/columns may be inserted as per requirement)						

CRITERION V: STUDENT SUPPORT AND PROGRESSION

1. Programme wise "dropout rate" for the last three batches

Programme	Year 1 (2011-12)	Year 2(2012-13)	Year 3(2013-14)
D.Ed.	3 %	3 %	7.2 %
B.Ed.	1.07 %	6 %	2.89 %
M.Ed. (Full Time)			
M.Ed. (Part Time)			

2. Does the Institution have the tutor-ward/or any similar mentoring system?

Yes	√	**No**	

If yes, how many students are under the care of a mentor/tutor?

25-30

3. Does the institution offer Remedial instruction?

Yes	√	**No**	

4. Does the institution offer Bridge courses?

Yes		**No**	√

5. Examination Results during past three years (provide year wise data)

	U.G.(B.Ed.)			P.G.			M. Phil.		
	I(2011-12)	II(2012-13)	III(2013-14)	I	II	III	I	II	III
Pass percentage	87 %	87%	95.65%						
Number of first classes	51 out of 93	39 out of 100	32 out of 69						
Number of distinctions									
Exemplary performances (Gold Medal and university ranks)									

6. Number of students who have passed competitive examinations during the last three years (provide year wise data)

		I(2014)	**II(2013)**	**Iii(2012)**
	NET	1	0	1
	SLET/SET	0	0	0
Any other (specify and indicate)	CTET/ STET	35	49	51

7. Mention the number of students who have received financial aid during

the past three years.

Financial Aid	**I(2014-15)**	**II(2013-14)**	**III(2012-13)**
Merit Scholarship	91	88	44
Merit-cum-means scholarship			
Fee concession	4	2	5
Loan facilities			
Any other specify and indicate			

(Additional rows may be inserted as per requirement)

8. Is there a Health Centre available in the campus of the institution?

Yes	√	**No**	

9. Does the institution provide Residential accommodation for:

Faculty	**Yes**	√	**No**	
Non-teaching staff	**Yes**	√	**No**	

10. Does the institution provide Hostel facility for its students?

Yes		**No**	√

If yes, number of students residing in hostels

Men	
Women	

11. Does the institution provide indoor and outdoor sports facilities?

Sports fields	**Yes**	√	**No**	
Indoor sports facilities	**Yes**	√	**No**	
Gymnasium	**Yes**	√	**No**	

12. Availability of rest rooms for Women

Yes	√	**No**	

13. Availability of rest rooms for men

Yes	√	**No**	

14. Is there transport facility available?

Yes	√	**No**	

15. Does the Institution obtain feedback from students on their campus experience?

Yes	√	**No**	

16. Give information on the Cultural Events (Last year data) in which the institution participated/organized.

	Organized			Participated		
	Yes	No	Number	Yes	No	Number
Inter-collegiate						
Inter-university						
National						
Any other (specify and indicate)	√		2	√		3

(Excluding college day celebration)

17. Give details of the participation of students during the past year at the university, state, regional, national and international sports meets.

	Participation of students (Numbers)	Outcome (Medal achievers)
State	No	No
Regional	No	No
National	No	No
International	No	No

18. Does the institution have an active Alumni Association?

Yes	√	**No**	

If yes, give the year of establishment

2014

19. Doe ation/Council?

√

Yes No

20. Does the institution regularly publish a college magazine?

Yes [√] No [ ]

21. Does the institution publish its updated prospectus annually?

Yes [√] No [ ]

22. Give the details on the progression of the students to employment/further study (Give percentage) for last three years

	Year 1(2011-12) (%)	Year 2 (2012-13) (%)	Year 3 (2013-14) (%)
Higher studies	50.72 %	83%	85.50%
Employment (Total)	47.31%	33%	34.78%
Teaching			
Non teaching			

23. Is there a placement cell in the institution?

Yes [√] No [ ]

If yes, how many students were employed through placement cell during the past three years.

1 (2013-14)	2 (2012-13)	3 (2011-12)
20	24	15

24. Does the institution provide the following guidance and counseling services to students?

	Yes	No
• Academic guidance and Counseling	√	
• Personal Counseling	√	
• Career Counseling	√	

CRITERION VI: GOVERNANCE AND LEADERSHIP

1. Does the institution have a functional Internal Quality Assurance Cell (IQAC) or any other similar body/committee

Yes	√	No	

2. Frequency of meetings of Academic and Administrative Bodies: (last year)

Governing Body/management	Twice a year
Staff council	Once a week
IQAC/or any other similar body/committee	Once a month
Internal Administrative Bodies contributing to quality improvement of the institutional processes. (mention only for three most important bodies)	Regularly

3. What are the Welfare Schemes available for the teaching and non-teaching staff of the institution?

Loan facility	**Yes**	√	**No**	
Medical assistance	**Yes**	√	**No**	
Insurance	**Yes**		**No**	√
Other (specify and indicate)	**Yes**		**No**	

4. Number of career development programmes made available for non teaching staff during the last three years

4 Programmes			

5**. Furnish the following details for the past three years**

a. Number of teachers who have availed the Faculty Improvement Program of the UGC/NCTE or any other recognized organization

6

b. Number of teachers who were sponsored for professional development programmes by the institution

Ans: NOT APPLICABLE

			National
International			

c. Number of faculty development programmes organized by the Institution:

2		

d. Number of Seminars/ workshops/symposia on Curricular development, Teaching- learning, Assessment, etc. organized by the institution

7/4		

e. Research development programmes attended by the faculty

f. Invited/endowment lectures at the institution
Any other area (specify the programme and indicate)

5		

6. How does the institution monitor the performance of the teaching and nonteaching staff?

a. Self-appraisal	**Yes**	√	**No**	
b. Student assessment of faculty performance	**Yes**	√	**No**	
c. Expert assessment of faculty performance	**Yes**		**No**	√
d. Combination of one or more of the above	**Yes**		**No**	√
e. Any other (specify and indicate)	**Yes**		**No**	√

7. Are the faculty assigned additional administrative work?

Yes	√	**No**	

If yes, give the number of hours spent by the faculty per week

2 Hours per week

8. Provide the income received under various heads of the account by the institution for previous academic session

Grant-in-aid	–
Fees	70, 73,400
Donation	–
Self-funded courses	–
Any other (specify and indicate)	Interest from saving a/c 165606/-

9. Expenditure statement (for last two years)

	Year 1	Year2
Total sanctioned Budget	60,00,000	59,00,000
% spent on the salary of faculty	38.46 %	37.12 %
% spent on the salary of non-teaching employees	12.82 %	14.10 %
% spent on books and journals	0.90 %	0.95 %
% spent on developmental activities (expansion of building)	6.04 %	7.15 %
% spent on telephone, electricity and water	0.56 %	0.65 %
% spent on maintenance of building, sports facilities, hostels, residential complex and student amenities, etc.	5.40 %	9.85 %
% spent on maintenance of equipment, teaching aids, contingency etc.	1.49 %	2.77 %
% spent on research and scholarship (seminars, conferences, faculty development programs, faculty exchange, etc.)	4.78 %	3.49 %
% spent on travel	3.78 %	4.10 %
Any other (specify and indicate) E.P.F	1.11 %	_
Total expenditure incurred	5429922	6031769

10. Specify the institutions surplus/deficit budget during the last three years? (specify the amount in the applicable boxes given below)

	Surplus in Rs.	Deficit in Rs.
2011-12	3, 49,732	_
2012-13	2, 04,307	_
2013-14	1, 40,822	_

11. Is there an internal financial audit mechanism?

Yes	√	**No**	

12. Is there an external financial audit mechanism?

Yes	√	**No**	

13. ICT/Technology supported activities/units of the institution:

Administration	**Yes**	√	**No**	
Finance	**Yes**	√	**No**	
Student Records	**Yes**	√	**No**	
Career Counseling	**Yes**	√	**No**	
Aptitude Testing	**Yes**	√	**No**	
Examinations/Evaluation/	**Yes**		**No**	√
Assessment	**Yes**	√	**No**	
Any other (specify and indicate)	**Yes**		**No**	

14. Does the institution have an efficient internal coordinating and monitoring mechanism?

Yes	√	**No**	

15. Does the institution have an in built mechanism to check the work efficiency of the non-teaching staff?

Yes [√] **No** [ ]

16. Are all the decisions taken by the institution during the last three years approved by a competent authority?

Yes [√] **No** [ ]

17. Does the institution have the freedom and the resources to appoint and pay Temporary / adhoc / guest teaching staff?

Yes [√] **No** [ ]

18. Is a grievance redressal mechanism in vogue in the institution?

a) for teachers [√]

b) for students [√]

c) for non - teaching staff [√]

19. Are there any ongoing legal disputes pertaining to the institution?

Yes [ ] No [√]

20. Has the institution adopted any mechanism/process for internal academic Audit /quality checks?

Yes [√] **No** [ ]

21. Is the institution sensitised to modern managerial concepts such as strategic planning, teamwork, decision-making, computerization and TQM?

Yes [√] **No** [ ]

CRITERION VII: INNOVATIVE PRACTICES

1. Does the institution has an established Internal Quality Assurance Mechanisms ?

Yes [√] **No** [ ]

2. Do students participate in the Quality Enhancement of the Institution?

Yes [√] **No** [ ]

3. What is the percentage of the following student categories in the institution?

	Category	Men	%	Women	%
a	Sc	8	3.14%	62	24.40%
b	St	-	-	-	-
c	OBC	6	2.36	69	27.16%
d	Physically challenged	1	0.393%	1	0.393%
e	General Category	12	4.7	123	48.42%
f	Rural	18	7.08	137	53.94%
g	Urban	8	3.14	117	46.06
h	Any other (specify)				

4. What is the percentage of the staff in the following category ?

	Category	Teaching staff	%	Non-teaching staff	%
a	Sc	3	21.42	3	60
b	St				
c	OBC	2	14.28	1	20
d	Women	12	85.71	3	60
e	Physically				

	challenged				
f	General Category	7	58.33	1	20
g	Any other (specify)				

5. What is the percentage incremental academic growth of the students for the last two batches?

Category	At Admission		On completion of the course	
Sc	Batch I	Batch II	Batch I	Batch II
St				
OBC				
Physically challenged				
General Category				
Rural				
Urban				
Any other (specify)				

NO RECORD IS MAINTAINED YET.

PART - II

THE EVALUATIVE REPORT

CRITERION WISE ANALYSIS

(CRITERION I)

(CURRICULAR ASPECTS)

1.1. CURRICULAR DESIGN AND DEVELOPMENT:

1.1.1. State the objectives of the institution and the major considerations addressed by them. (Intellectual Academic, Training, Access to the Disadvantaged, Equity, Self Development, Community and National Development, Issue of Ecology and Environment, Value Orientation, Employment, Global trends and Demands, Etc.)

The Institution was established with the main aim of providing quality education to the prospective teachers and teacher educators which helps to explore all what is good in human personality and to annihilate all that is bad. Institution is striving hard for preparing efficient and effective teachers to develop inherent potentialities and to achieve the ideal of education by imparting education of body and soul and through various curricular, and co curricular and value added programs.

To achieve its aim the institution has its motto and also follows some objectives:-

INSTITUTION MOTTO:-

- In service of humanity (Sarv Bhut Hitey Ratah)
- Unity in diversity (Ekatvam Anupashyatah)

INSTITUTION'S MISSION:

WISDOM—Doubtless Knowledge

LOVE—Lust Less Love

SERVICE—Selfless Service

INSTITUTION'S VISION:

Keeping in view the vision of Reverend Gurudev Brahmrishi Vishvatma Bawra ji that "A child is a very delicate plant of the Divine nursery, the best way to nurture it, is through Wisdom, Love and Service". The vision of the college is to innovate and energize the prospective teachers with right attitudes, values and ideologies to.

- Act as a facilitator among their pupils through appropriate skills and methodologies.
- Attain the heights of academic achievements through hard work critical analysis and clarity of decisions.
- Provide the effective and responsible leadership and render selfless service to community at large.

VALUES:

The values that we inculcate at Brahmrishi College of education are:

- Faith in God
- Moral uprightness
- Social responsibilities
- Love to follow the culture
- Pursuit of excellence and perfection
- Sincerity, Commitment and dedication
- Love for nation
- National integration
- Religious harmony

OBJECTIVES:

- To develop the discriminating faculty among the educators capable to re-establish the moral and social values changing in the light of material science.
- To inculcate among educators a scientific attitude and independent thinking enabling them to assimilate the new achievement.
- To help the educators to establish cooperative social discipline for harmonious development and to cultivate other utilitative and important values of life.
- To enlighten educators mind with the truth of philosophy of life based on the true facts and laws of nature.
- To liberate the educators from spiritual ignorance.
- To cultivate in the lives of educators forces of higher character, such as duty, discipline, honesty reverence, gratitude, selfless service etc.
- The fulfillment of this very aim with wisdom, love and service is the main objective of Brahmrishi College of Education.

The institute ensures that the stated objectives of the curriculum are achieved within the academic year by implementing various considerations as follows:

MAJOR CONSIDERATIONS ADDRESSED:

- **INTELLECTUAL:** It is the core objective of the institution that our prospective teachers should be intellectually developed. Intellectual development is achieved by organizing various programs such as seminars, workshops, extension lectures and different competitions etc.

- **TRAINING:** The institution offers undergraduate course B.Ed. and Diploma Course (D.Ed.). Institution provides platform to the students to get able into professional and entrepreneurs by organizing the programs such as career counseling and guest lectures of renowned persons, through the training in their school education programme.

- **ACCESS TO DISADVANTAGED:** The institution conducts additional unit tests, house tests which help the students to get advantaged who are showing poor performances. They are also advantaged through yoga and meditation to build up their confidence.

- **EQUITY:** Equal opportunities are provided irrespective of caste, creed, religion or economic status of prospective teachers.

- **SELF DEVELOPMENT:** to promote self development of the students teachers give the assignments related to the subject and help them to use different books, reference books from the library. They also guide them to prepare the assignments through power point presentation etc. which are helpful for self development of the students.

- **COMMUNITY AND NATIONAL DEVELOPMENT:**
  Rural, Underprivileged female and Underprivileged minorities are helped economically and psychologically through counseling's, meetings and door to door approach by the missionary people.

  Cleanliness awareness drives are carried out. The staff and students participate in drives in the city public places like markets, roads and gardens etc which promotes the goal of community development.

- **ISSUES OF ECOLOGY AND ENVIRONMENT:** To maintain ambience and ecology of the college campus, Lawns are maintained and campus is kept clean. For the beautification of campus tree plantation including medicinal plants and ornamental plants is done which are manicured regularly.

- **VALUE ORIENTATION:** Institute organizes value orientated programs like thought of the day, national, international and college news are the important part of morning assembly each and every day students learn something new in morning assembly. All national days and festivals are get celebrated so that students can value their culture and values can get incorporated in them. Institute also organizes various co-curricular activities like visits to mother Teresa Haryana saket council chandimandir, mandhudhar kasauli, slum areas etc. to develop social values. Besides this Spiritual values through lectures delivered by highly intellectual saints and yogis of higher order are developed.

- **EMPLOYMENT:** employment is a major consideration in the design and development of curriculum. So the institution has established a counseling and placement cell which provides counseling and career guidance to the students. It also helps to organize campus interviews for the placement of the students, employments are provided by the institute as well.

- **GLOBAL TRENDS AND DEMANDS:** The institution has a well equipped computer cum language lab where students can develop communication skills, ICT and also internet facility for global connectivity.

1.1.2 Specify the various steps in curricular development processes.

Since the institution is running diploma and under graduate course i.e. D.Ed. and B.Ed. Course. Designing of the curriculum and development is based on the syllabi provided by board of school education, Bhiwani and Kurukshetra University, kurukshetra respectively. The principal together with the faculty members discusses in the transaction of curriculum into action. The elaborate plan of action is based on feedback from faculty, students, alumni and all academic experts, distributed in the form of academic events evenly so that students are given opportunity to develop and achieve the goal stated in the institutional motto

- Assessment- Terminal Examinations, unit tests etc.
- The performance is recorded in data base.
- Seminars and workshops are conducted for expert lectures pertaining to the curriculum.
- Feedbacks from students are recorded.
- Feedback from various local bodies and institutions are also recorded.

1.1.3 How are the global trends in teacher education reflected in the curriculum and existing courses modified to meet the emerging needs?

For the effective delivery and transaction of the curriculum various initiatives suitable to the global trends and competencies have been taken which are inclusive of the following lines:

- **Vocational Education:** To be a teacher by profession and earn their livelihood by getting training in B.Ed. Courses.
- **Community health education:** Training camps and seminars are organized by the college to give knowledge about health like training by Red Cross Society, by organizing seminar on Brest Cancer awareness, celebrating nutrition week etc.
- **Inclusive Education:** Inclusive education is also the emerging need of the society to meet this need inclusive education is included as a full fledged subject both in B.Ed. and D.Ed. courses to give the knowledge about differently abled children and how they can be included in the education of normal ones as they are the neglected parts of the society. Keeping in view to not to segregate but to include and educate each and every person regardless of their abilities or disabilities, caste, colour, creed or sex inclusive education is the best path for which institution has also provided opportunity to take practical knowledge by visiting the institutes like Saket (institute for handicap).
- **Multi cultural and co-curricular activities education:** College organizes cultural programme like.

- At the beginning of session welcome of students is done by organizing Ramayan path.
- At the beginning of session 'talent hunt' contest is organized for identifying specific interests and abilities of the students; it is open to all students.
- Festivals like diwali, lohri, holi, basant panchmi, janamashtmi, guruparv and Christmas etc. are celebrated in the college to make students aware regarding their country and its culture.
- Sports function is also celebrated in every session.
- Educational tours (like tour to science city kapurthala, shimla chail, naina devi, mallha botanical garden etc.)
- Summer fest, mehandi competition, diwali fest etc. also organized in the college.
- Apart from this, college has introduced educational technology as an additional component to enable the prospective teachers to make use of latest devices in teaching learning process like by using OHP (over head projector), epidiascope, slide projector and also by preparing power point presentation etc.

- **Other educational workshops / seminars:** according to the need of the society, college organizes workshops and seminars. Like college organized seminars like seminar on RTE, Women Empowerment, humanistic education, value education-issues, challenges and solutions, प्राचीन एवं आधुनिक संदर्भ में पाठ्यचर्चा के अंतगर्त शिक्षण, अधिगम, अभ्यास तथा मूल्यांकन का विवेचन, युवाओं का भारतीय संस्कृति की ओर प्रत्यागमन and workshops like personality development and self power, fine arts etc.

1.1.4 How does the institution ensure that curriculum bears some thrust on national issues like environment, value education and ICT?

Technology, social diversity, religion and culture affect the planning of curriculum. Traditional and current trends in these fields form an integral part of the course. The institution imparts skill development by giving knowledge about environment, value education and ICT through different ways.

1. The goal and objective of developing scientific and logical temperament is achieved through the ICT education:

ICT- For imparting the knowledge of ICT to the students, this institution make use of computer lab in which basic skills, internet and power point presentation are the important part for the learning for both D.Ed. and B.Ed. students so students are get motivated for using modern ICT for effective teaching and learning process. ICT is a full fledged subject also for B.Ed. course in which they get theoretical as well as practical knowledge of ICT.

2. The goal of establishing harmony with nature and spirituality is achieved through environment education:

Environment education: Apart from this, institution also organizes co-curricular activities related to environment education which includes the plantation, walk-a-thons, cross city awareness programs, celebration of environment day and lectures from eminent persons. Environment education has been introduced as an optional subject in B.Ed. course to enable the students to understand the conceptual framework.

3. The goal of cultivating higher character, morality with honesty reverence and gratitude is attained by providing value education to the students:

Value education: The motto and objectives of the institution is to impart value oriented and quality education.

- Workshops and seminars on value inculcation like ‘ humanistic Education’, ‘ women empowerment’, Value Education, प्राचीन एवं आधुनिक संदर्भ में पाठ्यचर्चा के अंतगर्त शिक्षण, अधिगम, अभ्यास तथा मूल्यांकन का विवेचन, युवाओं का भारतीय संस्कृति की ओर प्रत्यागमन
- Morning assembly is organized every day in which inculcation of values with different views and themes motivates the students.
- Organization of lectures on value education by the principal on regular basis is best and important feature of the college.
- Training in yoga (yoga class) is also organized both for B. Ed. and D. Ed. courses.

- Celebration of national and religious festivals like Lohri, Independence day, republic Day, Diwali, Women's Day, etc. foster social, cultural, religious, and regional integration students are also encouraged to participate in these functions.
- Community service is an integral part of B.Ed. course and D.Ed. course. Under this student get encouraged to perform services at special school, slums areas and old age home etc. students general provide their services at Mandhudhar Kasauli (leprosy patients) and saket (Handicap inmates).

All these bears thrust on objectives of the institute.

1.1.5 Does the institution make use of ICT for curricular planning? If yes give details.

Yes, the institution makes use of ICT.

Admission process both for B.Ed. and D.Ed. courses goes on online availability of students and reporting of students to the concerned department all go through online procedure.

Institution makes use of ICT for curricular planning and teaching.

ICT for planning and teaching includes OHP, Projector, and slide projector for effective training to the students. In the transaction of curricular also ICT is used in the following aspects.

- Academic calendar
- Administrative work
- Circulars
- Duties and responsibilities of staff
- Examination related works internet browse
- Invitations preparation
- Time table
- Power point presentation
- Website up-gradation
- Record keeping etc

1.2. ACADEMIC FLEXIBILITY:

1.2.1 How does the institution attempt to provide experiences to the students so that teaching becomes a reflective practice?

In order to make teaching reflective practice, a number of activities and workshops on various teaching skills are organized. Faculties and students take part in these activities.

Reflective thinking is enhanced in following ways.

- Through discussions (group discussions). Students are assigned different topics for discussions.
- Demonstration lessons (micro and macro) are given by faculty members.
- Students are encouraged to critically examine the lessons given by their peers also.
- Students are encouraged to retrospect their experiences in their classroom, or in school education programme and note down the strengths and weaknesses and to suggest alternative actions that could be taken .Record books are maintained.
- Correction approach is used while teaching so that the students learn to reflect and apply their knowledge in different situations.
- Surveys on different social and economic problems like on illiteracy, adult education. Our D.Ed. students are working on "each one, teach one" in which every student has to teach an illiterate person on regular basis from their locality, community, which encourages them to educate at least one illiterate.
- Activities such as seminars, workshops, essay writing competitions, blackboard writing competitions are organized for all round development of the students.
- Micro teaching and Mega lessons are delivered of which proper data and record is kept and maintained by observing students which is further used for improvement strategies.

All these activities help to provide the experiences to the students in making teaching a reflective practice.

1.2.2 How does the institution provide for adequate flexibility and scope in the operational curriculum for providing varied learning experiences to the students both in the campus and in the field?

Institution provides all facilities for smooth curriculum transaction either in the campus or in the field.

In the campus, students get adequate flexibility and scope in the sense that institution provides elective options and methodologies in B.Ed. course offered by Kurukshetra University. Institution offers all combinations of teaching subjects [(all offered by Kurukshetra University) and also

mentioned in handbook] in B.Ed. programme students have again a chance to learn and get experience through community based projects which is according to the student's flexibility and scope of learning experiences viz out of school children enrolment drive, recycling of waste paper, mid day meal- preparation to monitoring and serva shiksha abhiyan (SSA) project etc Which gives the learning experiences to the students in a theoretical as well as practical way. Curriculum flexibility also involves child learning as a pivot to the programme, remedial teaching and competency based teacher education is motivated to have varied learning experiences.

Following are provided to the students for the same:

1. Class room lectures

2. Small group learning

3. Extension lectures

4. Seminars and workshops

5. Group and Individual projects

Out campus programmes like practice teaching, field trips are also arranged by the management to compliment the knowledge and to develop the service mind of students.

Field works, organizing various events like cultural activities, competition, exhibitions, sports day etc. also provide varied learning experiences.

1.2.3 What value added courses have been introduced by institution during last three years which would for example: develop communication skills (verbal and written) ICT skills, life skills, community orientation, social responsibility etc?

COMMUNICATION SKILLS: Different competitions are arranged in the college to develop communication skills (verbal and written) like poetical recitation competition, essay writing, debates, quiz competition, specific days celebration, organization of various workshops and seminars which helps in improving communication skills. Computer cum language lab has been set up in the institution for promoting communication skills.

ICT SKILLS: ICT is an integral part of teacher training programme. All our teacher educators as well as prospective teachers are encouraged to make use of ICT in teaching learning process. In B.Ed. course ICT has been introduced as a subject. So they learn theoretical as well as get practical knowledge for ICT skills. For D.Ed. course also ICT classes have been allotted for their skills development.

LIFE SKILLS: Different options have been offered for life experiences to promote life skills among the prospective teachers, includes community based projects and work experiences i.e.

recycling of waste paper, out of school children enrolment drive, drawing and painting, mid day meal preparing to monitoring, Sarva shiksha abhiyaan (SSA) projects motivate the students to experience the skills and life situations.

Beyond this, competitions like drawing and painting, clay modelling, best out of waste etc. Also promote life skills experiences.

SOCIAL AND COMMUNITY ORIENTED PROGRAMES: Social and community oriented programmes are regular feature of the college like:

- Celebration of religious, national and international days (Gandhi jayanti, Teacher's Day, Independent Day, Republic Day, Nutrition Week etc.)
- Seminars like women empowerment, humanistic education etc.
- Visits to special schools, old age home like visit to mother Teresa Haryana Council Chandimandir, mandhudhar kasauli (leprosy care centre) etc.
- Blood donation camp
- Tree plantation etc.

All these activities are the joint venture of teachers and students. So students get trained in their social responsibilities.

1.2.4 How does the institution ensure the inclusion of following aspects in the curriculum?

For the effective implementation of curriculum the action plan is implemented in the following aspects:

i) INTERDISCIPLINARY /MULTI DISCIPNINARY: Institution ensure inclusion of inter/multidisciplinary aspect:

- The B.Ed. students are allowed to select their two methodologies which are interdisciplinary. They also study subjects apart from these methodologies and are also allowed to choose their elective subjects. Training both in coolant and methodologies fulfills students need.

ii) MULTI SKILL DEVELOPMENT: Multi skill development is given through various programmes like :

- Yoga training and Meditation through regular yoga classes as well as workshops.
- Oration development through nukkad natak, one act plays etc.
- Organization of various co-curricular activities (singing, dancing, one act plays, multi act plays, mono acting etc.)

- Students visit to differently abled schools and hospitals which train them and develop their skill for special needs.
- ICT skills are developed by power point presentations.
- Quiz competitions which are helpful for competitive lessons.

iii) INCLUSIVE EDUCATION: Inclusive education is also given importance as differently abled students are admitted in one institution irrespective of religion, caste, colour, and economic background. Apart from admission institution also provides fee concessions to the economically poor students so that motive of inclusive education can be fulfilled. In B.Ed. course inclusive education is a compulsory subject which also helps in preparing the prospective teachers to know how inclusive education is important and need of the society.

iv) PRACTICE TEACHING: Practice teaching is compulsory part in B.Ed. program each student enrolled in B.Ed. course has to study two methodologies. In classroom teaching students are oriented with concept of practice teaching and lesson plans. They also learn about skills used in practice teaching. Each and every skill is elaborated by the faculty members by giving demo lustration on each skill. Skills viz-

v) SCHOOL EXPERIENCE/INTERNSHIP: School Experience/Teaching Practice/Internship is also a mandatory part of curriculum for both D.Ed. and B.Ed.

For D. Ed. SEP (School Experience Programme) is done in each semester which includes experiences like:

- Preparation of reports on discipline of school e.g. Assembly, uniform punctuality etc., Cleanliness of school- class rooms, dustbin school campus etc., co-curricular activities of the school and physical education related activities in the school and learning habits of the students with different backgrounds etc.
- Preparation of school map and school infrastructure
- Preparation of report on mid day meal
- Preparation of journals
- Planning for the time table
- Presentations of lesson plans
- Organizing contest etc.

A six months internship is also held by HBSE Bhiwani for D.Ed. prospective teachers after four semesters in Haryana govt. schools

For B.Ed. school experience/teaching practice is for 20 days organized by the college itself.

(VI) WORK EXPERIENCE (SUPW): Students perform activities like gardening, cooking, painting knitting etc and also perform clubbed community services to promote Gandhian values to work as community, encourage community thinking, increase the awareness of scientific advancements and outlook to solve day to day problems of community.

1.3. FEEDBACK ON CURRICULUM:

1.3.1 How does the institution encourage feedback and communication from students, alumni, employers, community, academic peers and other stakeholders with reference to curriculum?

Institution encourages feedback and communication in different areas:-

FROM STUDENTS: The institution has prepared feedback Performa regarding teaching, learning and evaluation of curriculum, this Performa will be provided to the students after the completion of course, every year so that they can give comment on the curricular aspect of the course and also can give their suggestions.

FROM ALUMNI: - An alumni association of the college has been formed and meeting are arranged to get feedback from old students regarding curriculum and the changes that need to be brought about in the curriculum. They are free to give their suggestions.

FROM EMPLOYERS: - The Principal Chairperson observes the teachers while teaching theory as well as practical classes. Teachers also prepare their daily plan for teaching and are regularly checked by the Principal. Their observations are conveyed to the faculty member by discussions.

FROM COMMUNITY: - Feedback from community is also the important for change needed in curriculum. Different seminars, workshops and festivals are organized and celebrated by the college. Community members and parents also participate in these occasions and also give feedback and suggestions.

FROM ACADEMIC PEERS: - Academic peers who visit the college as members of panel of examiners/ recourse persons/ guest lecturers give valuable suggestions about curriculum. The institution invites renowned persons to participate and act as chief guest/ judges in various activities, functions and competitions held in the college. During their visit they give their valuable feedback and suggestions.

1.3.2 Is there a mechanism for analysis and use of the outcome from feedback to review and identify areas for improvement and the changes to be brought in the curriculum? If yes give detail on the same.

Feedback received from different areas are collected and analyzed by the management. The areas that need improvement are discussed and implemented as soon as possible. The Management is very keen to work for the improvement of teaching learning environments. The motto of the institute is welfare of the student-teacher as a priority.

1.3.3 What are the contributions of the institution to curriculum development? (Member of bos/ sending timely suggestions, feedback etc)

Principal Cum Chairperson is a member of the syllabi Revision committee of K.U.K held in 2010-11 and gave her design for two papers viz - Philosophy and Yoga education (optional).

1.4. CURRICULUM UPDATE:

1.4.1 Which courses have undergone a major curriculum revision during last five years? How did these changes contribute to quality improvement and student satisfaction? (Provide details of only the major changes in the content that have been made).

The institution runs two courses i.e. B.Ed. and D.Ed. In the last five years curriculum revision have undergone both for B. Ed. and D. Ed. The changes in curriculum have indeed contributed to quality enhancement. One of the main objectives of teacher education programme is to equip potential teachers with necessary pedagogical content and learners' knowledge in order to be effective teachers and teacher educators. Therefore curriculum revision helped to fulfill this objective. Paper wise revision is shown in the syllabus (attached). The major revision in B.Ed. curriculum is that curriculum and school management [Paper-iv (A)] has been introduced which is mandatory for a prospective teacher as it helps him/her for managing his course and to be an effective teacher. Inclusive education [Paper- iv (B)] is also introduced as a compulsory subject which is the demand of current time. Now a day's govt. is also favoring for education for all whether abled or disabled. Education should be common for all. Education should be main stream. Nobody can be seggrated. Each and everyone should be included in the curriculum. Paper –v (ICT, information, communication and education technology) has been also introduced in the curriculum as a whole subject.

Apart from these theoretical subjects, practical subjects have gone major changes as paper-viii has been divided into A and B parts. Paper-viii-A is ICT enabled projects which includes 10 options which are in accordance with quality enhancement

Curriculum revision in D.Ed. also has been done. Paper-I, Paper-x had been taught namely (for D.Ed. Ist and D.Ed. IInd).

1. Education in emerging India

2. Educational psychology

3. Teacher functions at primary stage

4. Content cum methodology in language (Hindi)

5. Content cum methodology in language (English)

6. Content cum methodology in mathematics.

7. Content cum methodology in EVS-I, Social studies

8. Content cum methodology in EVS-II, General science

9. Health and physical education

10. Art education and work experience

11. a) Co- curricular activities

    b) S.E.P. / T.P.

But now major changes have been done and curriculum from the session 2011-13 onwards these are major changes in the curriculum which includes pedagogical knowledge for quality improvement. Now curriculum followed for D.Ed. directed by S.C.E.R.T. Gurgaon and Board of School Education Haryana, Bhiwani is as follows:-

SYLLABUS (D. Ed.)

SEMESTER – I

1. DE 101 Childhood and the Development of Children
2. DE 102 Education, Society, Curriculum and Learners
3. DE 103 Contemporary Indian Society
4. DE 151 Children's Physical and Emotional Health, School Health and Education 1
5. DE 152 Pedagogy across the Curriculum

6. DE 153 Towards Self-understanding and Evolving an Education Vision 1

SEMESTER – II

7. DE 201 Understanding Language and Early Literacy

8. DE 202 Proficiency in Hindi

9. DE 203 Proficiency in English

10. DE 204 Mathematics Education for Primary School Child

11. DE 251 Creative Drama, Fine Arts and Education

12. DE 252 Work and Education

13.SEP-I&II School Experience Programme I & II

SEMESTER – III

1. DE 301 Cognition, Learning and the Socio-Cultural Context

2. DE 302 School Culture, Leadership and Change

3. DE 303 Diversity, Gender and Inclusive Education

4. DE 304 Pedagogy of Environmental Studies Pedagogy of Hindi Teaching

5. DE 305 Pedagogy of Hindi Teaching

6. DE 306 Pedagogy of Urdu Teaching

7. DE 351 Children's Physical and Emotional Health, School Health and Education II

8. DE 352 Towards Self-understanding and Evolving an Educational Vision II

SEMESTER – IV

1. DE 401 Pedagogy of English Language

2. DE 402 Pedagogy of Social Science Education

3. DE 403 Pedagogy of Mathematics Education

4. DE 404 Pedagogy of Science Education

5. DE 451 Creative Drama, Fine Arts and Education

6. SEP-III & IV Semester School Experience Programme III & IV

1.4.2 What are the strategies adopted by the institution for curriculum revision and update? (need assessment student input, feedback from practicing school etc.)

The students are assessed throughout the year by the teacher educators. The student's oral work, written work, test performance, teaching competency are assessed and examined throughout the year. The corrections and suggestions are given by the respective Teacher educators. Suggestions for curriculum revision are sent to be SCERT Gurgaon for D.ED. Course through DIET Panchkula. Feedback from students are also collected, The Heads of practicing schools are also involved in observing teaching competency. They also guide the students and feedback is also recorded.

1.5 BEST PRACTICES IN CURRICULAR ASPECTS

1.5.1 What are the quality sustenance and quality enhancement measures undertaken by the institution during last five years in circular aspects?

Ans:- Institution has undertaken many steps for quality sustenance and quality enhancement as:

- Diversified curriculum is followed so that it caters to interest and needs of students.
- Varied curricular and co-curricular activities are carried out to inculcate varied skills.
- Emphasis is laid on integration of ICT.
- Emphasis is laid on inculcation of intellectual, social, moral, cultural and spiritual values.
- In B. Ed. there are provisions for elective subjects and institution provides varied options for the students.
- Library, laboratories are properly updated time to time.
- Student's periodic tests are conducted by the institution and feedback & remedial performance is done by the teachers.
- Teacher's diaries and lesson plans are prepared by the teachers & checked by the principals to ensure that curriculum is going properly.
- Activities record is maintained properly so that it can be monitor that activities are going according to schedule.
- In order to develop competency in basic skills involved in teaching, the students take opportunity to get demonstration of model lessons by technological devices viz. multimedia, OHP, LCD projector etc. Then they are also provided with the opportunity to give their micro lessons through these devices.
- Morning assembly is also important part of curricular aspect which is filled with themes every day.

- Students are divided in to houses so that in each particular group, students can learn to work as team.
- To promote physical and psycho-social development of students yoga classes are also the part of their curriculum.

1.5.2 What innovations / best practices in curricular aspects have been planned / implemented by the institution?

Ans:-

- Projectors are used in teaching and learning.
- Library contains a lots of reference material.
- PowerPoint presentation is utilized for curricular transactions.
- Different workshops, seminars are organized by the college.
- Spiritual and Moral lectures.
- Yoga and meditations programme.
- First aid programme, personality development training etc.

[CRITERION –II]

{TEACHING, LEARNING AND EVALUATION}

2.1 ADMISSION PROCESS AND STUDENT PROFILE

2.1.1:- Give details of the admission processes and admission policy (criteria for admission, adherence to decisions of regulatory bodies, equity, access, transparency etc) of the institution?

Ans:- Admission process is followed by NCTE norms and guidelines and directions from KURUKSHETRA UNIVERSITY for B.Ed. course in a particular session. Also for D.Ed. course Admission process goes according to guidelines and directions from S.C.E.R.T. Gurgaon in each particular session. Admission process for both is as follows:

For D. Ed. Course:-

Students with minimum qualification Senior secondary examination are eligible to seek admission in D. Ed. course.

Student with minimum 50% for general candidates and with minimum 45% for reserved candidates in qualifying examination are eligible for D. Ed. course.

Admission in D. Ed. is on merit basis. Students fill their forms online to S.C.E.R.T. Gurgaon and then merit wise list is prepared by counseling committee of S.C.E.R.T. Gurgaon and accordingly seats are allotted by them.

Then allotted students from S.C.E.R.T. Gurgaon seek admission in the college.

For B. Ed. Course:-

In the same pattern for seeking admission in B.Ed. course students with minimum qualification graduation are eligible for B.Ed. course.

Student with minimum 50% for general candidates and with minimum 45% for reserved candidates in qualifying examination are eligible to seek admission in B.Ed. course.

Admission in B.Ed. is on merit basis. Students fill their forms online to KURUKSHETRA UNIVERSITY / MAHARISHI DAYANAND UNIVERSITY / Ch. DEVI LAL UNIVERSITY (as counseling procedure in HARYANA is based on centralized). Centralized counseling procedure is opted and forms filled by the

students get a particular schedule for counseling on the basis of merit. From particular university seats are allotted to the students and then students get admission in the particular college.

Equity: - Equity in admission process is followed as admission is given on basis of marks / grade achieved in graduation or post graduation and category wise distribution of seats as per rules of Haryana government.

Transparency: - There is 100% transparency in admission process as seats allotted by S.C.E.R.T. Gurgaon for D. Ed. course and seats allotted by UNIVERSITY for B. Ed. course are displayed on college ID's for each particular college. Then report for admitted students and non admitted students for those particular lists of allotted seats are sent by the college online in each particular phase of counseling.

2.1.2: - How are the programs advertised? What information is provided to prospective students about programs through the advertisement and prospectus or other similar material of institution?

Ans:- For admission process advertisement through pamphlets, advertisement on T.V. as people in these rural area are unaware for operating computers for online procedure.

Besides this, SCERT and Kurukshetra University notify in the national newspapers which are displayed on the college notice boards and admission committee contact numbers are advertised in the newspapers through pamphlets and paper bills etc.

2.1.3:- How does the institution monitor admission decision to ensure that the determined admission criteria are equitably applied to all applicants?

Ans:- Admission committee is formed by the institution. Admission process goes in accordance with the rules directed by S.C.E.R.T. Gurgaon for D.Ed. course and by KURUKSHETRA UNIVERSITY, KURUKSHETRA for B.Ed. course. To ensure the equitability, list of admitted students before reporting to S.C.E.R.T. Gurgaon or to UNIVERSITY is checked by the principal in accordance with the category wise distributions of seats.

2.1.4:- Specify the strategies if any, adopted by the institution to retain the diverse student population admitted to the institution (e.g. individual of diverse economic, cultural, religious, gender, linguistic, background and physically challenged).

Ans:- The institution treat equally to all students coming from different background of the society. The institution respects the individual traits of the student in respect of language, caste, culture and religious background. Individuality is rated as an asset rather than a hurdle. To maintain harmony among students the institution adopts a common uniform code and motivates and maintain this there is common uniform code for the teachers also.

Beside this to retain the students with diverse backgrounds the institution provides following facilities to facilitate their adjustment in institution.

Economic background: - To help economically backward students, the following facilities are offered:-

1. Fee concession / fee remission.

2. Permission to pay the fee in break ups installments both for D.Ed. and B.Ed. students.

3. Issuance of more no. of books from the library to needy students and they are also allowed to retain books for whole academic session.

4. Personality grooming program are arranged by the institution.

5. Uniforms and stationary is given free of cost.

Cultural background: - Students of diverse culture and background and religion come to the college but at no point anybody feel discriminated. In morning assembly students with different religions participate in prayers and share their thoughts. Festivals of all religion are celebrated.

Linguistic background: - To cater to the diverse Linguistic background the following steps are taken:-

- Bilingual method of teaching is adopted by the teachers as per the requirement of the students.
- Students are free to opt any medium for assignments. Exams in language of their choice.
- Course books are also available both in Hindi and English medium.

Religious Background:- Festivals of all religion are celebrated in the institution. Students of all religion and caste participate in all curricular and co-curricular activities of the college.

Physically challenged: - Classroom arrangements and other facilities are provided according to need of students.

2.1.5:-Is there a provision for assessing Students knowledge / need and skills before the commencement of teaching program? If yes give details on same.

Ans: - yes, Students are assessed with their knowledge / needs and skills before the commencement of teaching program.

- Students introduce themselves on very first day of the college. This helps to access their language communicative abilities, their interest and aptitude in opting the teaching profession.
- Talent hunt programs are organized in the beginning of the session to access their talents and interests.
- Speech competitions, writing competitions, art & designing competitions also help in assessing student's knowledge, skills and needs.

2.2 CATERING TO DIVERSE NEEDS

2.2.1:- Describe how the institution works towards creating an overall environment conducive to learning and development of the students.

Ans:- A number of programs are designed to achieve the goal of development of students according to vision and mission of the college. Programs are planed as:

1. After the admission tutorials are taken to access the students learning level which helps in deciding the methods of presentations of different topics in the syllabus.
2. Seminars, workshops, guest lectures are organized in the college keeping in view the learning needs of students.
3. Students are given assignments, projects which help them in learning by doing and are helpful in their all round development.
4. Number of programs are arranged to create suitable atmosphere for the all round development of students like important days celebrations, sports day celebration, personality development workshop, cultural programs etc.
5. Eminent educationists, experts and community leaders are invited to deliver lectures on different occasions.
6. Spiritual development is also a best part of institution in development of students as "SUNDERKAND PATH" is organized first Saturday of every month. Lectures delivered by highly intellectual SAINTS and YOGIS of higher order are very precious for the students and they feel motivated and blessed with these lectures.
7. The college has excellent campus with green gardens and playground facilities and well ventilated classrooms with all logistic arrangements.
8. Punctuality, regularity and over all disciplines are bench marks of the college.
9. Well qualified, experienced and dedicated Staff are always eager to work for the college and act as role model for the students.
10. Clean drinking water facility.
11. Clean separate washrooms for teachers, girls, and boys.
12. To help the students, to locate books, a qualified and university approved librarian caters to the needs with a rich and well furnished library with rich collection of books covering wide range of areas. Besides books, educational journals, encyclopedias, reference books, magazines and educational abstract are also available.
13. Reading room facility is also available.
14. Internet and Photostat facility.
15. Science lab, math lab, psychology lab and language lab facility.
16. Girl's common room, boy's common room.
17. Spacious parking facility etc.

2.2.2:- How does institution cater to diverse learning needs of the students?

Ans: - Periodic feedback from learners through tests and assignments and in tutorials helps to identify the diverse needs or areas of difficulties of the students so that remedial strategies can be implemented. Diverse learning needs of students and ways in which institution cater to them:-

Linguistic needs: - Student from different languages background come to college and to cater their needs bilingual method of teaching is adopted by the teachers as per the requirement of the students.

- Students are free to write assignments and exams in language of their choice.
- Course books are also available both in Hindi and English medium in the library.
- Teachers concentrate on each and every individual student. They can ask their problems individually if some time they are unable to understand in the whole class and teachers are ever ready to pay attention individually.

Diverse academic needs of students:-

a) Well equipped laboratories and rooms are available in the college.
b) Sufficient no. of books in different subjects are available in library.
c) Extra class and help is provided to slow learners.
d) Internet facility is available for advanced learning.
e) Tutorial classes are arranged.
f) Different methods and techniques are used by teachers to cater the need of students and for making subject matters easy and interesting.
g) Students go for teaching practices in various schools and Staff members with each group is always with them so that all doubts can be cleared.

2.2.3:- What are the activities envisioned in the curriculum for student teachers to understand the role of diversity and equity in teaching learning process?

Ans:- Various activities envisioned in the curriculum for student teachers to understand the role of diversity and Equity in teaching learning process as:

- Knowledge of theory papers in B.Ed. like learner, learning and cognition, inclusive education, integrated education etc. are integral part of the core of B.Ed. curriculum. There papers help to prospective teachers to understand how to overcome the barriers of learning & seek participation of all learners who are victims of exclusion and marginalization.
- In order to understand that the curriculum is unique combination of diverse needs of the society, the prospective teachers are made aware of recommendations of various commissions and committee, provisions for equine in the constitution, sensitization for human rights through teaching and extension lectures inculcation of social and moral values through co-curricular activities and so on.
- Principle of equality is also promoted by giving appropriate freedom to prospective teachers in curricular as well as co-curricular activities. Equal opportunities are given to every student for self

expression, moreover personality and individuality of every student is respected to promote the spread of democratic attitude towards life.

- During teaching practice they are encouraged to keep in mind the individual differences and plan and execute the teaching to cater diverse intellectual, cultural and linguistic needs of students. They are encouraged to use variety of teaching aids and methods of teaching and to be flexible in their approach. They are also trained to organize college functions and various assemblies.

2.2.4:- How does the institution ensure that the teacher educators are knowledgeable and sensitive to cater the diverse Students needs?

Ans:-

- Teaching competency and their achievements and other personal information gathered during appointment.
- The teacher educators are encouraged to attend various seminars, training programs etc.
- All teacher educators maintain their dairy / note book for their daily planning to cater the diverse needs of students in the college.
- Observation of the classes by the principal is done on regular basis.
- Feedback Performa is filled by the students regarding teaching styles, competencies and attitude towards teaching profession of the teacher educators. In the light of the analysis of the feedback, discussions are held and efforts are made to overcome limitations, if any.

2.2.5:- What are various practices that help teachers to develop knowledge and skills related to diversity and inclusion and apply them effectively in classroom situations?

Ans:- There are various practices in the college for this purpose as:

1. Course work and classroom lectures:- Both for B.Ed. and D.Ed. there are subjects which help the students to develop knowledge and skills related to diversity and inclusion like subject inclusive education, psychology and childhood development, cognition learning and socio-cultural context etc. Apart from this work classroom lectures like right to education, human rights, and constitutional provisions of education help the student teachers.
2. Practical work:- Practical work in psychology is carried out to give exposure to prospective teachers in different types of psychological tests and find out diversities in children, their intelligence, aptitude, achievement etc. particular work in community based projects also give them exposure to develop knowledge and skills related to diversity and inclusion and apply them effectively in classroom situations.
3. Extension lectures:- Extension lectures organized by the college also help the student teachers to achieve their goal.
4. Visit to institution:- Visit to special schools, old age homes like MOTHER TERESA HARYANA COUNCIL CHANDIMANDIR, MANDHUDHAR KASAULI give exposure to prospective teachers for special needs of differently able people like physically handicapped and leprosy affected people.

5. Teaching practice:- Student teachers are guided to identify different capabilities and problems of children in the class. They are guided to plan their lessons keeping in mind the diverse needs of the students.

2.3 TEACHING – LEARNING PROCESS

2.3.1:- How does the institution engage students in "active learning" ? (Use of learning resources such as library, website , focus group, individual projects, simulation, peer teaching, role- playing, internship, practicum etc.)

Ans: - Active learning is essential part of B.Ed. and D.Ed. course. In order to make the student active and participate in teaching learning process, the learning is made student centered by using different methods like discussions, projects and seminars etc.

Library: - Use of library helps the students in active learning. There is a well developed library for the use of students. The library is used as a resource and knowledge center and students are motivated to spend time in reading resource books and other material available in library. The college students are issued library cards which they use to access the books for reference and also to get books issued. Library periods are allotted for the students in time table. The B.Ed. students are given assignments in different papers and are encouraged to collect information from the library. The students discuss their assignments later in the classes. The library has a reading room where students can spend time for library work. Students are encouraged to refer different books for writing reports or projects. Availability of newspapers, magazines, journals is also there in the library. All these help the students in learning.

Website: - www.bceviratnagar.com

College website is always updated, which is helpful for all faculty members and for students with updated information of college. There is a provision in college to access internet facility to faculties and students. Students are encouraged to make extensive use of internet for updating and enrichment of their information. The internet facility availed to students:-

a) Supplement their information on various topics in the syllabus.
b) To get latest information in planning their lessons.
c) To get new ideas for preparation of their projects and assignments.
d) For locating resources while preparing multimedia presentations.

Projects: - Project as a learning resource play important role in active learning in B.Ed. course the students have to take up projects. Some of these are done individually and others in groups. Projects on various topics like case study project, ICT project, and community based projects are assigned to students. For these Projects they conduct survey and write a report on the findings.

Simulation: - Micro teaching is done in simulation mode by the students in classrooms. Prospective teachers are trained in artificial conditions before they are sent to school for their teaching practice. Each student plays the role of teacher, the supervisor and a student. Through this activity the student develop the different skills of constructive criticism. They also learn from mistakes made by their peers.

Peer teaching: - It is mandatory for every student to deliver micro lessons in front of their peers. They make use of transparencies, power point presentations or other multimedia presentations for teaching to peers. Through this they get a lot of confidence.

Internship: - Both B.Ed. and D.Ed. students are sent to different schools for internship and teaching practices program. During their internship period they take all responsibilities expected from a regular teacher. They take active part in school activities, each they try to indulge school students in learning and activity program which they are lacking due to any reason. They participate in school assembly, celebrate national days, cultural programs, help in serving mid-day meal with more hygiene, classroom management, substitution class's adjustment with school personnel and their peer groups, maintenance and beautification of school campus etc.

Practicum:- The college has well equipped laboratories to carry out experiments like science laboratory, ICT laboratory, psychology laboratory , art & craft workshop, health and physical education room etc. all these laboratories help as a learning resource for the students in active learning.

2.3.2:- How is learning made student centered? Give a list of participatory learning activities adopted by institution and those which contributed to self management of knowledge and skill development by the students?

Ans: - Activities which made learning student centered and contributed to self management of knowledge and skill development by the students are:

- Students are encouraged to interact in classrooms.
- Students are involved in tutorials, laboratories, seminars.
- Knowledge management skills are inculcated by inviting student's ideas and concepts in projects.
- By encouraging them to use institutional facilities like library, laboratories, language lab & educational gadgets.
- By encouraging them to present paper in seminars.
- Forming & organizing club activities.
- Leadership and organizing skills are developed by conducting cultural programs.
- Quiz programs, educational tours, medical camp are conducted by involving students.

- Case studies are encouraged.
- In performing all responsibilities of a regular teacher during teaching practice etc.

2.3.3:- What are the instructional approaches (various models of teaching used) and experiments provided for ensuring effective learning? Detail any innovative approach/method developed and used.

To supplement the lecture method by other learning/teaching methods use of computers/OHP is being adopted. The teachers are encouraged to complement the teaching methods with practical skills and making the learning process more effective and interesting.

Following are the innovative teaching approaches adopted by the faculty members according to the demand of their subject/ programme:

- Educational tours
- Fields Tours
- Socio-Economic and Psychological surveys
- Workshop and extension lectures by subject experts
- ICT based lectures
- Help of models and experimental kit.
- Power point presentation method is being adopted
- Seminar/workshops organized by the college

Besides these approaches innovative methods adopted by the faculty members are:

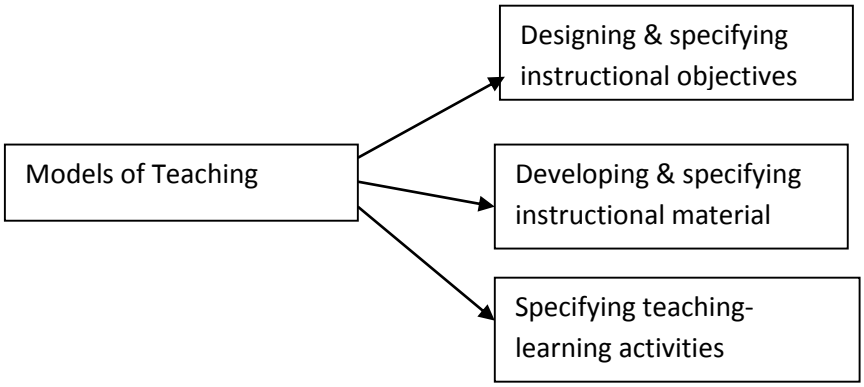
Education is a light that shows the mankind the right direction to surge. The purpose of education is not just making a student literate but adds rational thinking knowledge ability and self sufficiency. When there is willingness to change, there is a hope of progress. Creativity can be developed and innovations benefits both students and teachers.

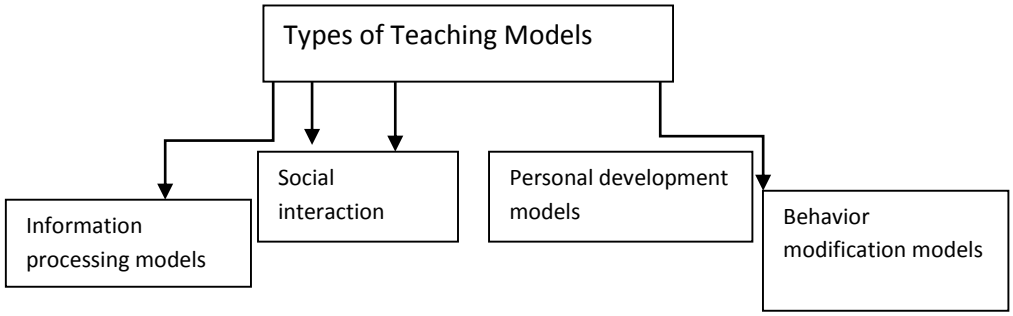
"School faculties and individual teachers create life in school by model of teaching they choose and create."

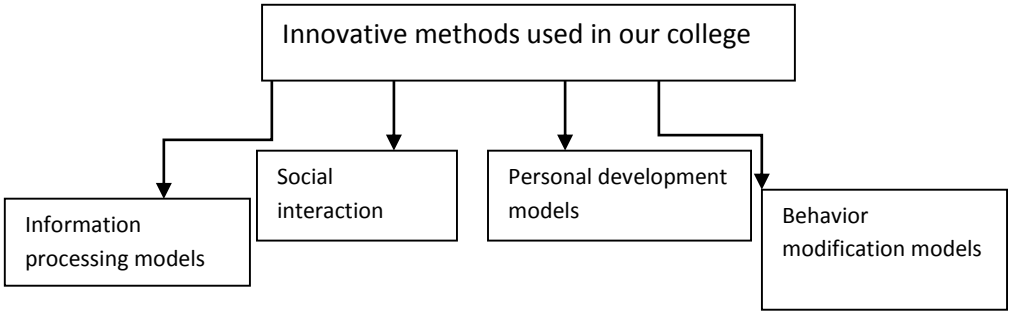
Models of Teaching

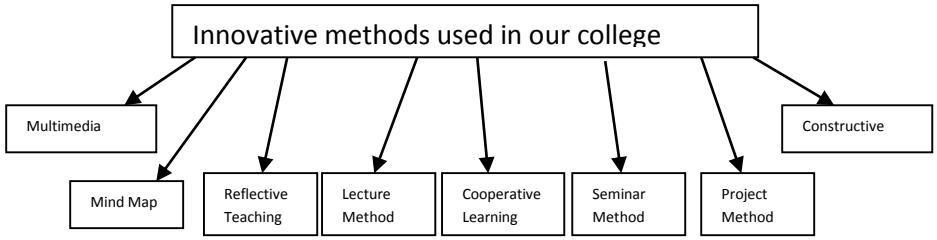
Teaching model is a pattern or plan which can be used to shape a curriculum or course, to select instructional materials and to guide a teacher's action.

Functions of Models of Teaching


Models of Teaching
Designing & specifying instructional objectives
Developing & specifying instructional material
Specifying teaching-learning activities


Types of Teaching Models
Information processing models
Social interaction
Personal development models
Behavior modification models


Innovative methods used in our college
Information processing models
Social interaction
Personal development models
Behavior modification models


Innovative methods used in our college
Multimedia
Mind Map
Reflective Teaching
Lecture Method
Cooperative Learning
Seminar Method
Project Method
Constructive

Alone, all is 9. Teaching with sense of Humor-which is an effective medium of teaching.

Everyone loves a teacher with an infectious sense of humor. Looking at the lighter side of life fosters cordial relations between professors and students, but also provides welcome relief while trying to follow a difficult lecture on a complicated subject. When there is a willingness to change, there is hope for progress in any field. Teaching is a challenge. Learning is a challenge. Combining both effectively is a challenge. Thus besides using these innovative methods, or lecturers teaches with sense of humor which brings smile, relief and confidence among would be teachers as "smile makes the world go round".

From the above we can make out that the information and communication technology has made many innovations in the field of teaching and also made a drastic change from the old paradigm of teaching & learning. In the new paradigm of learning, the role of student is more important than teachers. The concept of paperless & pen less classroom are emerging as an alternative to the old teaching learning method. Now a day there is democratization of knowledge and the role of the teacher is changing to that of facilitator. We need to have interactive teaching and this changing role of education is invertible with the introduction of multimedia technology.

2.3.4:- Does the institution have a provision for additional training in models of teaching and number of lesson given by each student?

Ans: Yes, Our institution **Brahmrishi College of Education** has a provision for additional training in models of teaching. Pupil-Teachers are provided extra classes for practicing of micro teaching skills.

Our college provides them:-

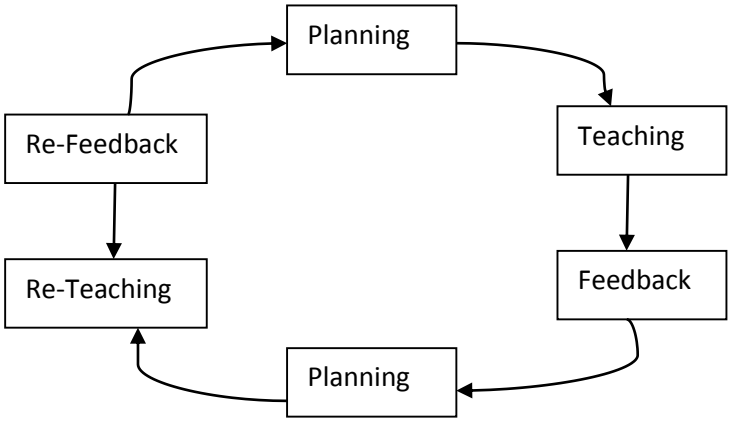
1. Over-head projector
2. Computers for power-point presentations
3. Library for consulting books of different writers.
4. Science lab
   In the practice session of skills of micro-teaching, students are divided into small equal groups and are given practice of all the five skills along with the audio-visual aids.
   Here Pupil-Teacher prepares five teaching lesson plan each for both teaching subject and five more lesson plans for re-teaching.
   Two charts and two working models for both teaching subjects.
   All this is for micro-teaching session.

2.3.5:- Does the student teacher use micro-teaching technique for developing teaching skills? If yes list the skill practiced and number of lessons given by each student per skill.

Ans: - Yes, the student teacher uses micro-teaching technique for developing teaching skills.

Micro-teaching is a teacher education technique which allows teachers to apply clearly defined teaching skills in carefully prepared lessons in a planned series of five to ten encounters with a small group of real student or micro-teaching is a training technique which requires student teacher to teach a single concept using specified teaching skill to a small number of pupils in a short duration of time. It is relatively a new experience or innovation in student teaching.

Micro-teaching Cycle



Micro-teaching skills on which practice to pupil-teacher are given are:-

1. Questioning skill
2. Introducing a lesson
3. Skill of stimulus variation
4. Skill of illustration with example
5. Reinforcement

In the practice session of the skill of micro-teaching students are divided into small equal groups and are given practice of all the five skills along with the use of real objects and audio-visual aids.

Here pupil-teacher prepares five teaching lesson plan each for both teaching subjects and five more lesson plans for re-teaching.

Two charts and two working models for both the teaching subject.

All this Is for Micro-teaching session.

2.3.6:- Detail the process of practice teaching in school?

(Lessons, a student gives per day, Lessons observed by teacher educators, peer school teacher, feedback mechanisms & monitoring mechanism of lesson plan etc.)

Ans: During pupil-teacher training, P.T are divided into small group(team)like fifteen to twenty P.T and are assigned along with two lectures in government school, where they practice their teaching according to their teaching subject. Each P.T. maintain the school curriculum for these twenty days by maintaining discipline in the morning assembly by delivering lesson on moral values and cleanliness. After this each P.T. goes to the class turn vise (according to the time table) and deliver their lesson to students.

Each student maintains their Mega Lesson File which contains twenty two lesson plans of each teaching subject. These lesson plans are divided into four categories:

- Discussion Lesson plan (1)
- Real lesson plan (15)
- Simulated lesson plan (5)
- Criticism lesson plan (1)

Along with this mega lesson plan file each P.T. also prepare one sessional file or file which includes records of their uniform, academic and non academic activities, their school timing, school uniform both of summer and winter, their report card, their admission form, character certificate, their school prayer, pictures of school infrastructure , record of staff, ministerial staff and principal and their sessional file is concluded with evaluation procedure which contains the tests on academic and non academic activities.

Thus these training days for P.T. mould all the three domains i.e. Cognitive, Affective and Psychomotor domain of P.T. and bring fruitful results.

2.3.7:- Are the practice teaching session. Plans developed in partnership cooperatively involving the school staff and mentor teacher. If yes give details on the same.

Ans: - Yes the practice teaching session or plans are developed in partnership cooperatively involving the school staff and mentor teacher.

As any work done in teamwork or in collaboration leads to success as each member of the team has its own ideas, rules and working style. And when we talk about team work of teachers (who are already trained) obviously leads to success, leads to cognitive, affective and psychomotor changes which help in the development of country.

Our college, BRAHMRISHI COLLEGE OF EDUCATION provides training session in government schools to Pupil-Teacher for twenty days along with mentor teachers. There the P.T. follows academic and non academic activities of the school, under the guidance of school ministerial staff and mentor teachers.

It begins with morning assembly, which is the most important feature of school curriculum. Here students learn the value of collective prayer and are exposed to the need to inculcate moral values. Morning

assembly includes thought of the day, headline news both in English and Hindi, interesting facts, recitation of poems and shaloks and singing of national anthem.

And then the curriculum is followed by school time table which is for coordinating these four elopements i.e. (1) Student (2) Teacher (3) Room (4) Time slots.

Time table is framed according to the subjects which includes math, science, English, Hindi, S.St. etc. and during this training session P.T. also focuses on academic and non academic activities which includes quiz, competition, and fancy dress competition, dance competition, singing competition, painting and Rangolii competition.

Thus this training period of twenty days helps in developing teaching abilities in P.T. and also helps them to realize the role and responsibilities of a teacher (which informally called MOTHER).

2.3.8 Are the practice teaching plans developed in partnership cooperatively involving the school Staff and mentor teachers? if yes give details.

The practice teaching plans are developed in partnership cooperatively involving the school staff and mentors teachers as

1. The pupil teacher and mentor teacher go to the practice teaching schools and get their syllabus and their time tables.
2. Then pupil teacher prepare their lesson plans accordingly
3. The pupil teacher also takes information about level of the students so they plan methods of teaching accordingly.
4. The teacher educators are responsible for the allotted schools for these particular days and hence they coordinate all the activities of the students to the concerned school and their in-charge teachers guide them. This help to maintain good rapport in mentor teachers and school staff.
5. During teaching practice in-charge teachers and school staff observe the pupil teachers and also give feedback.

Thus in this way practice teaching goes in cooperative manner.

2.3.9:- How do you prepare the student teachers for managing the diverse learning needs of students in schools?

Diverse student learners include Students for racially, ethnically, culturally and linguistically diverse families and communities of lower socioeconomic status. If educators act on the knowledge research offers, we can realize the educational excellence we desire from all children.

The minority and low-income children often perform poorly on tests is well known. But the fact that they do so because we systematically expect less from them is not true. We assume that the low achievement of poor and minority children is bound up in the children themselves or their families. The children don't try. They have no place to study, their parents don't care, and their culture does not value education. These and other excuses are regularly offered up to explain the achievement gap that separates poor and minority students from other better placed ones.

But we in Brahmrishi College of education accept this problem as a challenge and apply following strategically methods to equip the educators to manage the diverse learning needs of the students.

- The Students are taken to such institutes which are meant to cater the needs of people of different states like Rajasthan Bhawan, Kashmir Bhawan.
- The student are taken to the places like kalagram where folk artists are tribal's from all over India come and exhibitions act as a medium for learning the diverse cultural heritage of India.
- The student are given time and project to personally reach the huts of the rickshaws pullers the migrants of other states in Haryana etc. And teach their young ones at their places.
- To get one to one experience of their family structure and status.
- The Students are especially sent to the Government run primary and secondary schools located rural and even backward areas and they spend time in guidance of their richly experienced Staff who mentors the young brains to understand the diverse need of the society.

2.3.10:- What are the major initiatives for encouraging student teachers to use / adopt technology in practice teaching?

To encourage the student teachers so that they adopt technology in their teaching practice:

- They are made to use the ICT for making Power Point Presentations for making their lessons interesting and also breaking barriers between the resourceful and resourseless students.
- Financial help is also provided to the student teachers for providing technical help to the children.
- Various educational CD'S and documentaries are provided to the student teachers from college library to use them as teaching material while teaching practice.
- TV, VCD Players, cassette players are provided.

2.4 TEACHER QUALITY

2.4.1 Are the practice teaching plans developed in partnership cooperatively involving the school Staff and mentor teachers? If yes give details.

The practice teaching plans are developed in partnership cooperatively involving the school staff and mentors teachers as

6. The pupil teacher and mentor teacher go to the practice teaching schools and get their syllabus and their time tables.
7. Then pupil teacher prepare their lesson plans accordingly
8. The pupil teachers also take information about level of the students so they plan methods of teaching accordingly.
9. The teacher educators are responsible for the allotted schools for these particular days and hence they coordinate all the activities of the students to the concerned school and their in-charge teachers guide them. This help to maintain good rapport in mentor teachers and school staff.
10. During teaching practice in-charge teachers and school staff observe the pupil teachers and also give feedback.

Thus in this way practice teaching goes in cooperative manner.

2.4.2 What is the ratio of the student teachers to identified practice teaching schools? Give details on what basis the decision has been taken

Usually for each school at least 10-15 students and one supervisor/in-charge teacher is the ratio of the Students teachers in practice teaching schools.

The numbers of students in particular School are based on;

1. Students can accommodate easily.
2. Student teachers can get individual attention of the supervisor
3. Students are allotted schools near their place of residence
4. Requirement of the school authorities regarding subject combination can be taken care of.

2.4.3 Describe the mechanism of giving feedback to the students and how it is used for Performance improvement.

Feedback is given to the students in different ways.

FOR THEORY PAPERS

1. House tests are conducted in the college and result is maintained and feedback is provided to the students
2. Unit tests /class tests are conducted by the lecturers and weakness and strengths are discussed with the students.
3. Regular feedback is given to the students in the class room orally or in written form.
4. Students also handle project work and are supervised by the teachers and feedback helps them in improving performance.

FOR SKILL IN TEACHING

1. Besides these theory subjects, Skill in teaching is the important part for both D. Ed. and B. Ed. Students are trained for preparing lesson plans in their methodology subjects. Students prepare their lesson plans and are checked by the lecturers and feedback is given to the students.
2. Observations of skills during micro teaching are done by the peer group and by the supervisor. Emphasis is given on gaining mastery over 5 teaching skills.
3. Students practice micro skills and mega lessons and get feedback for improvement in performance.

2.4.4 How does institution ensure that students are updated on the policy directions and educational needs of the schools?

Institution ensures that students are updated on policy directions and educational needs of schools .students core syllabus play important role for updating the students.

As the foundation courses and methodologies helps in updating the students on policy directions and educational needs of schools.

….. Foundation courses

In foundation courses, paper-philosophical and sociological foundation course acquaints the students with new philosophies of education the changing aims and objectives of education

-Paper-learner, learning and cognition, equips the students with knowledge and strategies to deal with various kinds of behavioral problems.

-Secondary education acquaints the students with historical background of secondary education, the constitutional provisions related to education. This paper helps the student teachers to have a critical appraisal of various aspects of Indian education.

-Inclusive Education aware the students about differently abled students, their needs and how education help them for mainstreaming.

-Curriculum and school management; this subject is taught with a view to developing managerial skills among the students so that they may be able to perform their multisided responsibilities.

ET and ICT help the students to make use of new technologies.

Optional Papers: Environment education, value education, yoga education, Health and Physical education, Educational measurement and evaluation etc. help the students to aware latest trends in the field of education, regarding environment issues and to master various techniques of evaluation.

Methodologies papers: these papers master the students with new methods of teaching, use of new technological devices viz OHP, PPT, TV, LCD etc.

2.4.5 How do the students and faculty keep pace with recent developments in school subjects and teaching methodologies?

Students and teachers keep pace with recent developments in school subjects and teaching methodologies:

- Through Seminars, workshops and orientation programmes.
- Through Periodicals, journals and magazines etc. in library with which students and faculty members remain updated.
- Through debates and quizzes.
- Through extension lectures by resource persons.
- During teaching practice students goes to different schools and faculty member accompany them and they take information about syllabus and prepare themselves accordingly.

2.4.6 What are the major initiatives of the institution for ensuring personal and professional/career development of teaching staff of institution?

Institution ensures personal and professional/ career development of teaching staff of the institution.

Personal Development:

1. Maintaining a conducive environment to develop a cordial relationship among the staff.
2. Providing different facilities and resources.

Professional Development:

1. The staff is encouraged to enhance their qualifications.
2. Staff is permitted to attend orientation programmes, refresher courses etc.
3. Staff is permitted to attend seminars, workshops and orientation programmes.
4. Staff is encouraged to write articles in journals. Staff members publish their articles in journals.
5. Staff is encouraged to appear for NET examination, if it is required.

2.4.7 Does the institution have nay mechanism to reward and to motivate staff members for good performance? If yes give details.

Institution rewards and motivates staff members for good performance.

For good performances staff members get increments in the form of reward and to motivate them they are appraised by the principal, also appraisals by the students. They are encouraged to attend the orientation programmes and workshops etc.

2.5 EVALUATION PROCESS AND REFORMS

2.5.1 How are the barriers to student learning identified, communicated and addressed?

The institution takes all efforts to ensure a smooth teaching learning process.

The barriers like personal problems need of any book in the library etc. are identified by

- Observation
- Discussion
- Question answer

The teachers are always available for consultation and guidance. There is a tutorial system that ensures individual attention to every learner. The college has a vast campus with natural surroundings and can boast Conducive environment for teaching learning process. In any case students face problems for power cut then this problem has been overcome by installation of generator. Seating arrangements is made comfortable for the students. Green lawns with adequate seating facilities enable the students to come in contact with nature. This helps them to recharge

during break after teaching schedule. In case students feel there is need of any particular book in library, books are purchased for the library. In this way if there is any barrier, then institution makes complete effort to overcome these barriers.

2.5.2 Provide details of various assessment / evaluation processes (internal assessment, midterm assessment, term end evaluations, external evaluation) used for assessing student learning?

The evaluation is an indispensable part of academic work. College conducts house tests class tests at regular intervals .Internal assessment marks are credited on the basis of student's performances in the midterm exams, seminars, assignments' unit test and participation in co curricular activities etc.

Marks distribution for internal and external assessment is:

External assessment – 80

Internal assessment – 20

Each paper carries 80 marks for external exams and 20 marks for internal assessment.

2.5.3 How are the assessment/evaluation outcomes communicated and used in improving the performance of the students and curriculum transaction?

- The answer sheets are evaluated and distributed to the students with remarks.
- Feedback is given immediately to the students by the teacher educators.
- Remedial teaching and special coaching is given to the slow learners by teacher educators.
- Tutorials are conducted for students who are weak in any particular subject.
- Meritorious student marks and names are displayed on notice board.

All these above practices help in improving the performance of student teachers and curriculum transaction.

2.5.4 How is ICT used in assessment and evaluation processes?

In the present days computer is the standard tool for the process of assessment and evaluation. The institution also uses computers for this purpose.

- Submission of registration returns in hard copy as well as in soft copy.
- Submission of exam forms in soft copy also.
- List of practice teaching schools.

- Internal marks lists are prepared in soft copy.
- Question papers are set using computer.
- Typing evaluation charts for various activities.

2.6 BEST PRACTICES IN TEACHING LEARNING AND EVALUATION PROCESS

2.6.1 Detail on any significant innovations in teaching/learning/evaluation introduced by the institution?

Teaching, learning and evaluation is done through various teaching methods, strategies and activities like

- Innovative techniques of teaching like seminars, tutorials, projects and multimedia presentations are used.
- Students are given assignment and students are encouraged to prepare it using different reference books.
- Organization of extension lectures to broaden the mental horizon of the students and to strengthen their cognitive structure on diverse topics.
- Micro teaching help in development of core teaching skills.
- Well equipped library.
- Availability of magazines, journals, encyclopedias and other source books for reference.
- Availability of well furnished reading room.
- ICT is the integral part of teaching learning process.
- Organization of inter house quiz competition.
- Organization of skill in teaching competition.

2.6.2 How does the institution reflect on best practice in the delivery of instruction, including use of technology?

- ✓ Use of OHP in presentations
- ✓ Power point presentations.
- ✓ E-journals and reference books are utilized.
- ✓ Tutorial system is implemented.
- ✓ Faculty development programmes are organized.

CRITERION III

RESEARCH, CONSULTANCY AND EXTENSION

3.1 PROMOTION OF RESEARCH

3.1.1 **How does the institution motivate its teachers to take up research in education?**

Ans: The institution has taken many initiatives and done efforts to create awareness in transferring findings of the research to the community:

1. The staff is encouraged to pursue research at every level.

2. The college publishes its own Souvenir which is sent to the community i.e. schools, colleges etc.

3. Facility of computer as well as free and unlimited access to internet is available to the teachers for the purpose.

4. Workshops/seminars/conferences are organized by the institution to update the society at large about the new findings in the field of education like seminar on RTE, Value education etc.

5. Teachers are encouraged to write articles for publication in reputed journals.

6. Faculty is encouraged to take up projects of action research and reach the field.

7. The Management and the Principal always inspire and reinforce the faculty members in their efforts of research work.

8. The college has a well equipped and updated psychology laboratory to do research work.

3.1.2 What are the thrust areas of research prioritized by the institution?

Ans: The thrust areas of research are prioritized keeping in mind the recent trends in the field of Educational Research as well as the area of specialization of the supervisor and the investigator. The areas in focus are Psychology of Education, Environmental Education, Quality in Education, Innovations in Education, Teacher Education and Teaching Behavior, Special Education and other contemporary issues at various levels of education. The institution approaches specially to govt. schools for completing thrust of research.

3.1.3 Does the institution encourage action research? If yes, give details on some of the major outcomes and the impact.

Ans: Yes, the institution encourages action research by active involvement of teachers and students to sort out usual educational issues.

The institution encourages action research by active involvement of teachers as a number of Action Research Projects have been done:

Ms. Asha Kiran**:**	Aadhunik Shiksha padhti me Swami Vivekanand g ka yogdan
Ms. Rajinder Kaur:	Arbindo Ghosh ka Shiksha Darshan
Ms. Savita:	Dr. Sarvpali Radha Krishnan ka Shiksha Darshan
Ms. Jasvinder:	Evaluation of B.Ed. Teaching practice in the light of NCTE Norms
Dr. Manish Bhatt:	Pathay Kriyaon me bhag lene ke aadhar par Panchkula ke sarkari school ke vidyarthiyon ki kriyaon tatha mansik sawroop ka manovagyanik adhayan
Ms. Asha Rani:	Comparison of awareness of self concept development and cognitive development of students of bhogpur primary school on the basis of pre and post testing
Ms. Kavita:	Inclusive education: need of Indian society
Ms. Sarika	Study of water, sanitation and hygiene in various schools of Panchkula dist.
Ms. Meghna	Regular Practice improves poor handwriting of Lata, a B.Ed. student of Brahmrishi College of education.

Awareness regarding education improves enrolment in govt. Schools in pinjore.

Effective use of teaching skills by B.Ed. students of brahmrishi college of education improves learning of English and mathematics during their Teaching practice in G.S.S bitna.

Faculty members also encourage the students for action research. Field of action research for students are

- Case studies of school students
- Effect of background on education on school students
- Role of co-curricular activities in studies in school students etc.

3.1.4 Give details of the conferences/seminar/workshop attended and organized by the faculty members in last five years.

The faculty members are encouraged to attend international, national and state level seminar/workshop/conferences within and outside the city. Details of the conference/seminar/workshop/courses attended and organized during last five years are:

Sr. No.	Name of Teacher	Seminar / Workshop	Title	Participated / Presented	Place And Date
1.	Dr. Swami Amrita Principal	Seminar	RTE- Challenges ahead	Presented	B.C.E. Virat Nagar,Pinjore on 23/5/2012
		Seminar	Prachin Avm aadhunik sandarbh me pathycharya ke antargat shikshan, adhigam abhyas tatha mulyankan ka vivechan	Presented	B.C.E. Virat Nagar,Pinjore on 6/7/2012
		Seminar	Women empowerment	Presented	B.C.E. Virat Nagar,Pinjore on 26/4/2013
		Seminar	Humanistic Education	Presented	B.C.E. Virat Nagar,Pinjore on 19/10/2013
		Seminar	Cancer Awareness	Presented	B.C.E. Virat Nagar,Pinjore on 10/1/2014
		Workshop (2 Days)	Personality Development and Self Power	Presented	B.C.E. Virat Nagar,Pinjore on 21/2/2014
		Workshop	Multiple Intelligence	Presented	B.C.E. Virat Nagar,Pinjore on 6/3/2014
		Workshop	Science Practical	Presented	B.C.E. Virat Nagar,Pinjore on 15/3/2014
		International Seminar	Value Education: Issues, challenges and solutions	Presented	B.C.E. Virat Nagar,Pinjore on 2/3/2015
		Workshop (5 Days)	Fine Arts	Presented	B.C.E. Virat Nagar,Pinjore on 25/3/2015
2.	Dr. Manish Kumar	Seminar	Hindi Language	Presented	C.R.P.F. School Pinjore on 14/9/2010
		National Seminar	Empowerment in Quality practice teaching	Presented	SRM Education College on 1/3/2011
		National Seminar	Education and Empowerment	Presented	Swami Devi Dayal College of Education Barwala on 8/4/2011

		National Seminar	Right to education Act-2009 issues and challenges	Presented	SRM Education College on 28/4/2012
		National Seminar	Right to education challenges ahead	Participated	B.C.E. Virat Nagar Pinjore 23/5/2012
		National Seminar	Women Empowerment	Participated	B.C.E. Virat Nagar Pinjore 26/4/2013
		Workshop 15 Days	Enhancing communication skills in Sanskrit, Paper entitled "Kalidas or Sanskrit Yug"	Presented	IGNOU, Delhi on 1/11/2011
		Workshop 10 Days	Enhancing communication skills in Sanskrit, Paper entitled "Hindi Bhasha or Sanskrit Sambandh"	Presented	CIF Sanskrit Shodh Sansthan Delhi
		International Seminar	Value Education: Issues, challenges and solutions	Participated	B.C.E. Virat Nagar,Pinjore on 2/3/2015
		Workshop (5 Days)	Fine Arts	Participated	B.C.E. Virat Nagar,Pinjore on 25/3/2015
3.	Mrs. Asha	Seminar	Recommendations of national knowledge commission; prospects possibilities and issues	Participated	Sohan Lal DAV College Ambala 15/12/2010
		National Seminar	Socrates and guru shishya parampara- a parallelism	Participated	Sohan Lal DAV College Ambala 26/11/2010
		Seminar	RTE- Challenges ahead	Participated	B.C.E. Virat Nagar,Pinjore on 23/5/2012
		Seminar	Prachin Avm aadhunik sandarbh me pathycharya ke antargat shikshan, adhigam abhyas tatha mulyankan ka vivechan	Participated	B.C.E. Virat Nagar,Pinjore on 6/7/2012
		Seminar	Women empowerment	Participated	B.C.E. Virat Nagar,Pinjore on 26/4/2013

		Seminar	Humanistic Education	Participated	B.C.E. Virat Nagar,Pinjore on 19/10/2013
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		International Seminar	Value Education: Issues, challenges and solutions	Participated	B.C.E. Virat Nagar,Pinjore on 2/3/2015
		Workshop (5 Days)	Fine Arts		B.C.E. Virat Nagar,Pinjore on 25/3/2015
4.	Mrs. Ritu David	National Seminar	Teacher Education in new millennium	Participated	Buddha College of Education, Karnal 13/2/2010
		National Seminar	Instructional Designing-Changing perspective and issues	Participated	Tek Chand College of Kurukshetra on 4/12/2010
		National Seminar cum Workshop	Educational Journalism and social change and new methodologies for assessment and accreditation of educational institutions by NAAC,	Participated	Jointly organized by B.R. College of education and Pooja College of education Kurukshetra on 20/2/2010
4.	Mrs. Meghna Mehndroo	Workshop (1 Week)	Remedial Teaching	Participated	D.I.E.T. Panchkula on 21/7/2014
		Workshop	Personality Development and communication skills	Participated	BULLS EYE, Sec.-8, CHD. On Feb,2009
		International Seminar	Value Education: Issues, challenges and solutions	Presented	B.C.E. Virat Nagar,Pinjore on 2/3/2015
		Workshop (5 Days)	Fine Arts	Participated	B.C.E. Virat Nagar,Pinjore on 25/3/2015
		Seminar	Strategy for business excellence in global era	Participated	Shrimad Bhagwad Gita Hall K.U.K. 21, March 2015

5.	Ms. Jasvinder	Workshop (2 Days)	Grooming , Resume writing and interview skills	Participated	Govt. College of Education Sec-20D CHD. On 4/2/2013
		Workshop (2 Days)	Theatre in education	Participated	Dept. of education P.U. CHD. On Apr,2014
		Workshop (1 Week)	Remedial Teaching	Participated	D.I.E.T. Panchkula on 21/7/2014
		Seminar	Swami Vivekananda's Contribution to modern Education System	Participated	Dept. of Sikh Studies P.U. CHD. On 18/3/2014
		Seminar	Guidance and counseling to overcome conflicts in life	Participated	Dept. of education P.U. CHD. On 21/4/2014
		International Seminar	Value Education: Issues, challenges and solutions	Presented	B.C.E. Virat Nagar,Pinjore on 2/3/2015
		Workshop (5 Days)	Fine Arts	Participated	B.C.E. Virat Nagar,Pinjore on 25/3/2015
		Seminar	Impact of FDI in different Sectors (NCI FDI 2015)	Presented	S.D. P.G. College Panipat on 23/3/2015
6.	Mrs. Asha Kiran	Seminar	Climate Change	Participated	B.Ed. College KUK on 5/9/2010
		Seminar	Distance and flexible education system	Participated	Dept. of Education KUK on 18/9/2011
		Seminar	Strategy for business excellence in global era	Participated	Shrimad Bhagwad Gita Hall K.U.K. 21, March 2015
		International Seminar	Value Education: Issues, challenges and solutions	Presented	B.C.E. Virat Nagar,Pinjore on 2/3/2015
		Workshop (5 Days)	Fine Arts	Participated	B.C.E. Virat Nagar,Pinjore on 25/3/2015
7.	Ms. Shweta Gaba	Seminar	RTE- Challenges ahead	Presented	B.C.E. Virat Nagar, Pinjore on 23/5/2012

		Seminar	Prachin Avm aadhunik sandarbh me pathycharya ke antargat shikshan, adhigam abhyas tatha mulyankan ka vivechan	Participated	B.C.E. Virat Nagar,Pinjore on 6/7/2012
		Seminar	Women empowerment	Presented	B.C.E. Virat Nagar,Pinjore on 26/4/2013
		Seminar	Humanistic Education	Participated	B.C.E. Virat Nagar,Pinjore on 19/10/2013
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		Workshop	Multiple Intelligence	Participated	B.C.E. Virat Nagar,Pinjore on 6/3/2014
		Workshop	Science Practical	Presented	B.C.E. Virat Nagar,Pinjore on 15/3/2014
		International Seminar	Value Education: Issues, challenges and solutions	Presented	B.C.E. Virat Nagar,Pinjore on 2/3/2015
		Workshop (5 Days)	Fine Arts	Participated	B.C.E. Virat Nagar,Pinjore on 25/3/2015
9.	Mrs Rajinder Kaur	Seminar	RTE- Challenges ahead	Presented	B.C.E. Virat Nagar,Pinjore on 23/5/2012
		Seminar	Prachin Avm aadhunik sandarbh me pathycharya ke antargat shikshan, adhigam abhyas tatha mulyankan ka vivechan	Participated	B.C.E. Virat Nagar,Pinjore on 6/7/2012
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		Workshop	Multiple Intelligence	Participated	B.C.E. Virat Nagar,Pinjore on 6/3/2014

		Workshop	Science Practical	Participated	B.C.E. Virat Nagar,Pinjore on 15/3/2014
		Workshop (3 Days)	To Create interest among students in different subjects	Participated	D.I.E.T. Panchkula on Feb,2014
		International Seminar	Value Education: Issues, challenges and solutions	Participated	B.C.E. Virat Nagar,Pinjore on 2/3/2015
		Workshop (5 Days)	Fine Arts	Participated	B.C.E. Virat Nagar,Pinjore on 25/3/2015
10.	Mrs. Savita	Seminar	RTE- Challenges ahead	Participated	B.C.E. Virat Nagar,Pinjore on 23/5/2012
		Seminar	Prachin Avm aadhunik sandarbh me pathycharya ke antargat shikshan, adhigam abhyas tatha mulyankan ka vivechan	Participated	B.C.E. Virat Nagar,Pinjore on 6/7/2012
		Seminar	Women empowerment	Presented	B.C.E. Virat Nagar,Pinjore on 26/4/2013
		Seminar	Humanistic Education	Presented	B.C.E. Virat Nagar,Pinjore on 19/10/2013
		Seminar	Cancer Awareness	Participated	B.C.E. Virat Nagar,Pinjore on 10/1/2014
		Workshop (2 Days)	Personality Development and Self Power	Participated	B.C.E. Virat Nagar,Pinjore on 21/2/2014
		Workshop	Multiple Intelligence	Participated	B.C.E. Virat Nagar,Pinjore on 6/3/2014
		Workshop	Science Practical	Participated	B.C.E. Virat Nagar,Pinjore on 15/3/2014
		Workshop (3 Days)	To Create interest among students in different subjects	Participated	D.I.E.T. Panchkula on Feb,2014
		International Seminar	Value Education: Issues, challenges and solutions	Participated	B.C.E. Virat Nagar,Pinjore on 2/3/2015
		Workshop (5 Days)	Fine Arts		B.C.E. Virat Nagar,Pinjore on 25/3/2015
11.	Mrs. Sarika Mehra	Workshop (3 Days)	Developing sample Question Papers in English 'A' and preparing guidelines for their evaluation	Participated	D.A.V. public school sec-14 Faridabad on 14/5/2011

		Workshop (5 Days)	Distt. Level youth RED-CROSS training camp	Participated	Govt. P.G. College sec-1 Panchkula on 3/2/2014
		Seminar	Prachin Avm aadhunik sandarbh me pathycharya ke antargat shikshan, adhigam abhyas tatha mulyankan ka vivechan	Participated	B.C.E. Virat Nagar,Pinjore on 6/7/2012
		Seminar	Women empowerment	Presented	B.C.E. Virat Nagar,Pinjore on 26/4/2013
		Seminar	Humanistic Education	Presented	B.C.E. Virat Nagar,Pinjore on 19/10/2013
		Seminar	Cancer Awareness	Participated	B.C.E. Virat Nagar,Pinjore on 10/1/2014
		Workshop (2 Days)	Personality Development and Self Power	Participated	B.C.E. Virat Nagar,Pinjore on 21/2/2014
		Workshop	Multiple Intelligence	Participated	B.C.E. Virat Nagar,Pinjore on 6/3/2014
		Workshop	Science Practical	Participated	B.C.E. Virat Nagar,Pinjore on 15/3/2014
		International Seminar	Value Education: Issues, challenges and solutions	Participated	B.C.E. Virat Nagar,Pinjore on 2/3/2015
		Workshop (5 Days)	Fine Arts	Participated	B.C.E. Virat Nagar,Pinjore on 25/3/2015
12.	Mrs. Kavita	Seminar	Cancer Awareness	Participated	B.C.E. Virat Nagar,Pinjore on 10/1/2014
		Workshop (2 Days)	Personality Development and Self Power	Participated	B.C.E. Virat Nagar,Pinjore on 21/2/2014
		Workshop	Multiple Intelligence	Participated	B.C.E. Virat Nagar,Pinjore on 6/3/2014
		Workshop	Science Practical	Participated	B.C.E. Virat Nagar,Pinjore on 15/3/2014
		International Seminar	Value Education: Issues, challenges and solutions	Participated	B.C.E. Virat Nagar,Pinjore on 2/3/2015
		Workshop (5 Days)	Fine Arts	Participated	B.C.E. Virat Nagar,Pinjore on 25/3/2015
13	Mrs. Shivani	Seminar	Global Warming	Participated	P.G. G.C.G. sector – 11 Chd.
		International Seminar	Value Education: Issues, challenges and solutions	Presented	B.C.E. Virat Nagar,Pinjore on 2/3/2015

		Workshop (5 Days)	Fine Arts	Participated	B.C.E. Virat Nagar,Pinjore on 25/3/2015

3.2 RESEARCH AND PUBLICATION OUTPUT

3.2.1 Give details of instructional and other materials developed including teaching aids and/or used by the institution for enhancing the quality of teaching during the last three years.

Ans: For the quality enhancement, the institution has developed and used the following instructional material during the last three years:

1. Instructional and Other Materials Developed

The following instructional material has been developed:

a) Power point presentations for teaching different subjects.

b) Transparencies and slides for teaching through OHP and slide projector

c) Question bank and lecture notes are prepared

d) CDs to demonstrate Micro Teaching skills

e) Teaching aids like models (working or static), specimens, and charts etc. to be used for teaching during the internship programme

f) Development of model lesson plans both for micro and mega for different methodologies

g) Development of instructional material on different topics of schools subjects

h) Development of standardized tests/scales by the faculty

i) Development of teaching material from different sources as from reference books, internet etc.

2. Instructional Material used by the college

The following instructional material is used:

a) Pre–recorded videos cassettes of extension lectures on various subjects are used to enhance the quality of teaching

b) Pre-recorded Audio cassettes on linguistics are used to refine the communication skills of the students

c) T.V. to show educational program to supplement and enrich class room teaching

d) Micro lessons/Mega lessons are shown for the orientation and refinement of teaching skills of the student teachers

e) Maximum use of computers for knowledge of ICT so that students can acquire knowledge of technology and may prepare themselves for use of technology as preparation of Power Point Presentations, preparation of assignments etc.

3.2.2 Give details on facilitates available with the institution for developing instructional materials?

Ans: The institution provides every type of facility for development of instructional material.

Facilities available with the Institution are:

1. A well equipped library with variety of books, journals, reference books, encyclopedias and dictionaries etc.

2. Computer Laboratory with free and unlimited internet facility for staff and students.

3. Well equipped Psychology Laboratory.

4. Educational Technology Laboratory with OHP, LCD Projector, Television, Tape Recorder, Cassettes etc. for developing Slides, Transparencies and Power Point Presentation material.

5. Well equipped Computer-cum-Language Laboratory for improving communication skills.

6. Science Laboratory well equipped for practical work in sciences.

7. Fine Arts and Work Experience room for preparing teaching aids to be used in different teaching subjects and also to learn Pot Painting, Creating Best Out of Waste, Clay Modeling, Flower Making, Tile Painting, Glass Painting and many other such things.

8. Well equipped Mathematics Laboratory

9. Reprographic facilities like Photocopier, Printer, and Fax Machine etc.

The teacher educators make good use of the above mentioned resources to develop the effective instructional materials for enhancing quality of teaching within the institution and in practice teaching. Further, the students utilize these facilities optimally. Students can browse internet to know the latest development of instructional materials. The college students are issued library cards which they use to access the books in the library for reference and also to get the books issued. Periods are allotted in the time table for library work. Students are encouraged to collect information from the library. The students discuss these assignments later on in their class.

Thus all these facilities are for preparing instructional material.

3.2.3 Did the institution develop any ICT/ technology related instructional materials during the last five years? Give details.

Ans: Yes, the institution developed ICT/ technology related materials during the last five years. In order to make teaching learning process meaningful and lasting one the institution has developed the following ICT/technological instructional materials:

- Self-instructional materials (Notes)
- Transparencies
- Power point presentations
- Question Bank etc.

All these instructional materials are utilized for effective concept attainment and preparing the student teachers to face the emerging technological trends.

3.2.4 Give details on various training programs and/or workshops on material development (both instructional and other materials).

Ans: The details of various training programs on material development (both instruction and other materials) are given below:

1. Training program on preparation and use of teaching aids is organized every year for B.Ed. students. The procedure for preparation of different types of Charts, Models, Slides, and Transparencies etc. is demonstrated by the lecturers. The students are divided into groups and then asked to prepare these aids.

2. To motivate the students to excel in preparation and use of teaching aids, subject-wise teaching aids competition are also held by the institution.

3. Members of faculty participate in all training programmes organized for Curriculum Development and Revision of curriculum for B. Ed. and D. Ed. courses.

4. since the knowledge of Information and Communication Technology is considered as an integral part of teaching, a 'Computer Training Programme' are also arranged for the student-teachers.

5. With the knowledge of using ICT, preparation of Power Point Presentation has been done and utilized by the student-teachers and faculties during micro-teaching, demonstration and discussions lessons and practice session.

6. Preparation of notes is also done through internet reference and is distributed to the students.

7. Student-teachers are taught to prepare Transparencies to be used in Overhead Projector in their concerned subject and use them during teaching.

8. They are encouraged to prepare and present lesson plan in their teaching subjects with the use of ICT.

3.2.5 List the journals in which the faculty members have published papers in the last 5 years.

Ans: The list of the Journals/Edited Books/Newspapers/ Souvenirs in which the faculty members have published papers in the last five years is as follows:

The Publication by the faculties are**:**

1. Shabad Sarokar, July-Sept.-2010-ISSN No.-22294732
2. Shabad Sarokar, Oct-Dec -2010- ISSN No.-22294732
3. Shabad Sarokar, Jan.-March. -2011- ISSN No.-22294732
4. Shabad Sarokar, Apr.-June -2011- ISSN No.-22294732
5. Shabad Sarokar, July-Sept. -2011- ISSN No.-22294732
6. University News Research Journal Aug.22-28,2011 – ISSN No.-05662257
7. Vinna , Oct.,2011-ISSN No. 22309209
8. Shabad Sarokar, Oct.-Dec.-2011-ISSN No.-22294732
9. Shabad Sarokar, Jan.-Mar.-2012-ISSN No.-22294732
10. Shabad Sarokar, Apr-June-2012-ISSN No.-22294732
11. Shabad Sarokar, July-Sept.-2012-ISSN No.-22294732
12. Shabad Sarokar, Apr.-June-2013-ISSN No.-22294732
13. Vinna , Jan.,2014-ISSN No. 22309209
14. Darpan, Varishth Nagrik Parishad, Karnal (HR.), Oct.-Dec. 2011
15. Vinna , March,2014-ISSN No. 22309209
16. Sangam Patrika Apr.,2014
17. Shabad Sarokar,Oct.-2014-ISSN No.-22294732

18. Shabad Sarokar, Dec.-2014-ISSN No.-22294732
19. Vinna , Dec,2014-ISSN No. 22309209
20. Taksas University America Dep. Of Mass communication (Letter of Appreciation)
21. The Tribune Eng. News Paper(Letter of Appreciation)
22. International Gandhi University(Letter of Appreciation

3.2.6 Give details of awards, honors and patents received by the faculty members in the last five years.

Yes, Sanskrit department of Patiala University, Patiala honored our principal in two day national seminar on 'abhinav kavya shastra' in March 2013.

3.2.7 Give details of the minor/ major research projects completed by the staff members of the institution in the last five years.

No

3.3 CONSULTANCY

3.3.1 Did the institution provide consultancy in last five years? If yes give details?

Ans:- Yes, The institution has a clearly stated policy to promote and provide the consultancy services as:

- Admission consultancy: Which is coordinated by Mr. Mohit Sharma and Mr. Rajesh Sharma
- Job consultancy: The institution has placement cell through which job consultancy works and which is coordinated by Ms. Sarika Mehra and Ms. Jasvinder
- Yoga Therapeutic consultancy: Which is coordinated by Principal Dr. Swami Amrita herself with Mr. Mohit Sharma
- Eligibility tests preparation consultancy: Which is coordinated by Mr. J.D. Taneja and by Dr. Manish Bhatt

3.3.2 Are faculty/ staff members of the institute competent to undertake consultancy? If yes, list the areas of consultancy of staff members and the steps initiated by the institution to publicize the available expertise.

Ans:- The faculty of our college is encouraged to be competent to undertake consultancy on various aspects of education. The institution is planning to publicize the available expertise of competent staff members in the following areas:

- Communication skills
- Computer skills
- Preparation of material aid for teaching and learning
- Preparation of art & craft material
- Co-curricular activities
- Diagnosing the problem and suggesting remedies
- Carrier guidance & counseling
- Consultancy to surrounding community regarding adult education, literacy

3.3.3 How much revenue has been generated through consultancy in last five years? How is the revenue generated, shared among the concerned staff members and the institution?

Ans:- Since our parent body is a charitable NGO so free consultancy services being provided since last so many years, thus no revenue has been generated through consultancy services.

3.3.4 How does the institution use the revenue generated through consultancy?

Ans:- Not Applicable.

3.4 EXTENSION ACTIVITIES

3.4.1 How has the local community benefited from the institution? (contribution of the institution through various extension activities, outreach programs, partnering with NGO's and GO's)

Ans:- The institution plans and organizes various extension activities and outreach programs for the benefit and awareness of local community such as:

- Blood Donation camp
- Social awareness programs
- Visit to old-age home
- Visit to mother Teresa saket council chandimandir(NGO)
- Visit to Mandhudhar kasauli(Leprosy center)(GO)
- Visit to rotary club sec-35 Chandigarh (NGO)
- Consultancy and technical support
- Provide study material to poor students
- Giving clothing to poor
- Conducting medical camps
- Organizing rallies etc

3.4.2 How has the institution benefited from the community? (Community participation in institutional development, institution-community networking, institution school networking etc)

Ans:- (A) Institution-neighborhood networking

- Local community personalities are invited as chief guests for college celeberations.
- Members of neighboring community eagerly join in celebrations of Institution.

(B) Institution networking:

- Awareness programs, rallies, camps etc are organized in collaboration with the community
- Organization of blood donation camps
- Organization of NSS camp etc.

3.4.3 What are further plans and major activities the institution would like to take up for providing community orientation to students?

Ans:- ---In future institution is planning for free charitable cancer care institute.

---Promotion of language like Sanskrit by providing free education with hostel facility.

3.4.4 Is there any project completed by the institution relating to the community development in the last five years? If yes, give details.

We are running a free hostel for men for nearly 50 poor and needy students of rural areas for last almost more than 20 years.

3.4.5 How does the institution develop social and citizenship values and skills among its students?

Ans:- The institution develops a strong bond on the social and citizenship values and skills among the student-teachers. By organizing personality development programs and inculcating national integration by celebrating all festival as far as possible.

The college develops social and citizenship values and skills among the student-teachers through assembly, curricular and co-curricular activities like debate, cultural activities, field trips, educational tour etc. for developing creative and leadership skills.

Besides of these by collecting funds through fests etc. and providing help in kind of money to various socially down trodden people.

Also students during teaching practice collect funds and make available feasible facilities to the govt. schools like students have provided fans, electricity meter and water cooler etc. students also have done white washing in the schools.

3.5 COLLABORATIONS

3.5.1 Name the national level organizations, if any, with which the institution has established linkages in the last five years. Detail the benefits resulted out of such linkages.

Ans: - Name of organization is **VISHAV SHIKSHA NIKETAN SANSTHAN** which is our parent body.

3.5.2 Name the international level organizations, with which the institution has established linkages in the last five years. Detail the benefits resulted out of such linkages.

Ans: - INTERNATIONAL BRAHMRISHI MISSION

3.5.3 How did the linkages if any contribute to the following?

- **Curriculum development**
- **Teaching**
- **Training**
- **Practice teaching**

- **Research**
- **Consultancy**
- **Extension**
- **Publication**
- **Student placement**

Ans**:-** **Curriculum development**

We follow curriculum prepared by Haryana board Bhiwani and Kurukshetra University, Kurukshetra of which the college is a constituent unit. However Principal Chairperson is member of university for development and enrichment of the Curriculum.

Teaching:-

Guest lecturers are arranged.

Training:-

Student teachers could attend various trainings related to first aid, art and craft, paper recycling and love for nature etc. they too get exposed to various cultures in and around the world.

Practice teaching:-

A six months internship is held by HBSE Bhiwani for D.Ed. prospective teachers in the Haryana govt. schools. Besides this 10 days internship/school experience programme in 1st and 3rd semester and 20 days teaching practice in 2nd is organized by the college. Similarly 20 days teaching practice is organized for B.Ed. prospective teachers by the college itself in different schools. Students carry out the knowledge received during their training at different occasions.

Research:-

Our faculty members are in closed linkage with the schools, especially govt. schools because we approach to govt. schools for completing thrust of research.

Consultancy:-

Staff and students act as Consultancy for the needy in different fields.

Extension:-

Our NSS unit have adopted slum, rural and backward areas for imparting training and education in hygiene and vice free life. The students adopted the project to literate the illiterates named as ‘each one teach one’.

Publication:-

Divine radiance

Student placement:-

The college organizes campus interviews. The information of the campus interview is given to the schools. The schools which require faculties attend the campus interview and select the candidates for teaching posts. Some schools send their requirements and students are sent to the respective schools to attend interviews.

Besides of this students are placed internationally as:

Mr. Pardeep Tripathi in SURINAM SOUTH AFRICA in teaching job

Mr. Geeta Dutt in DPS in QATAR etc.

3.5.4 What are the linkages of the institution with the school sector?)Institution-school-community networking)

Ans:- The institution has effective linkages with the school sector to assist and develop the following activities:

- Practice teaching of student teacher.
- Feedback for curriculum development.
- Placement of the student teacher.
- Consultancy services.
- Participation in extension activities.
- Participation in college functions.
- The alumni association of the college maintains the linkage with school sector.

3.5.5 Are the faculty actively engaged in schools and with teachers and other school personnel to design, evaluate deliver practice teaching. If yes give details.

Ans:- Yes, the faculty is actively engaged in schools and with teachers and other school personnel to design, evaluate deliver practice teaching. The faculty members dealing with visits the practicing schools during the teaching practice programs and interacts with the concerned subject teachers and discusses various aspects including time table related to teaching practice.

The prospective teachers consult the concerned teachers of practicing schools about content to be taught in different subjects during teaching practice program. The faculty takes the feedback from the school teachers and gives necessary suggestions to to the prospective teachers to improve their performance. The heads of the schools evaluate the performance of the students on the basis of daily activities carried out by the prospective teachers.

Moreover, the faculty always takes suggestions from the school teachers for improving the performance of student teachers.

3.5.6 How do the faculty members collaborate with school and other college or university faculty?

- The faculty members collaborate with school authorities and teachers during time of teaching practice.
- They have detailed discussion with the school to allot student-teacher for practice teaching.
- They visit the respective schools to assess the teaching competency of student-teachers in the real classroom situation. At that time, they meet heads of the schools to get the feedback on the performance of the student-teachers.
- Good rapport is maintained between the faculty and the schools so as to have cordial relationship to invite mutually and attend functions, seminars and awareness programs etc. in schools as well as in college.
- Regarding the inter-college and university faculty relationship, the faculty of our institution respects the other college faculty, sharing the information regarding the seminars, conferences, workshops etc.
- Teams are invited from time to time for interviews of staff.
- They do have discussion with the other college faculty are invited as guests/ chief guests during the time of seminars, conferences etc.
- The faculty members from other colleges are deputed by the university to perform the work of external examiners in practical examination and they are assigned with university paper evaluation work also. Thus, in this process, the faculty members are directed to contact the university people for information.

3.6 BEST PRACTICES IN RESEARCH, CONSULTANCY AND EXTENSION

3.6.1 What are the major measures adopted by the institution to enhance the quality of research consultancy

The institution has adopted various measures to develop scientific temper and research culture and aptitude among students

- The institution has consultancy with some national and international level organizations as stated above.
- By organizing Seminars/ Workshops
- Faculty is continuously encouraged for research work.
- Extension programs like awareness programs, medical camps, Blood Donation camp etc. are organized by the institution.
- Resource materials are provided in the library
- Refereed scientific journals
- Magazines
- Local and national newspapers etc.

3.6.2 What are significant innovations/ good practices in research, consultancy and extension activities of the institution?

Ans:- The following are the significant innovations/ good practices in research, consultancy and extension activities of the institution:

Quality of research:-

1. The college publishes its own souvenir
2. The teaching staff members attend various orientation courses, refresher courses, and workshops, seminars to update their information and in turn improve the quality of research in the college.
3. Excellent library facilities are available for the researchers.
4. The facility of free and unlimited access to internet is available in the college to help the researchers to download latest information, pertaining to their area of research.
5. Organization of various seminars on problems, issues/ challenges, innovations in the field of teacher education including research.
6. Extension lecturers by eminent scholars in the field of research.

Consultancy:-

The college provides consultancy services.

Extension services:-

1. Regular visit to old age home, Mother Teresa chandimandir and other social service centers (already mentioned) and to render needed services to them.

2. Organizations of campaigns to sensitize the messages regarding social/environmental issues and problems.
3. Helping the poor by distributing clothes, blood donation camp etc. is undertaken by NSS Volunteers.
4. Organization of national and international cultural events.
5. Honoring alumni/eminent persons.
6. Inviting alumni/heads of the institutions for sharing their experiences etc

CRITERION IV

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 PHYSICAL FACILITIES

4.1.1 Does the institution have the physical infrastructure as per NCTE norms? If yes specify the facilities and the amount invested for developing the infrastructure. Enclose the master plan of building.

Yes, the complete physical infrastructure as per NCTE norms has been raised. The master plan of building is attached herewith.

4.1.2 How does the institution plan to meet the need for augmenting the infrastructure to keep pace with the academic growth?

The institution has been allotted 100 seats for B.Ed. and 100 seats for D.Ed. The institution has enough infrastructures.
The institution plans to facilitate effective teaching and learning by creating and enhancing the updated infrastructure as:

- Power back-up with silent DG set of 25 kv.
- Tools and apparatus for various laboratories.
- Provision of projectors.
- Institutions also purchases new furniture time to time and also repair and maintains the old ones.
- Updated computer laboratory with latest equipments and language lab as well.
- Updated psychology lab, science lab, maths lab class rooms etc.
- E-Surveillance under CCTV
- Fire fighting equipments.

4.1.3 LIST the infrastructure facilities available for co curricular activities and extra curricular activities including games and sports.

List of facilities is mentioned as under:

- MULTIPURPOSE HALL:

  Various cultural activities, indoor games, celebrations, seminars and other activities are held in multipurpose hall well furnished with seating capacity300-350 and with 15 sofa seats. Light and sound system of high quality exists.

- SPORTS AND GAMES :

  Our institution has a huge playground in which annual sports competitions and outdoor games like kho-kho, football, volleyball, badminton, athletics and cricket etc.are played. Indoor games are played in the games room. The institution has requisite sports material for sports and games and also PT band.

- HEALTH AND PHYSICAL LAB:

  Where exercisers, blood circulators machine are available.

- ELECTRIC EQUIPMENTS:

  Computers, laptops, Projectors, cameras, OHP, TV, Internet facility etc.

- ECHO SYSTEM :

  Mike, Loud Speakers, Amplifiers and Sound System etc.

- MUSIC Instruments like Tablas, Harmonium, Dholak synthesizer.
- GENERATOR back up for power cuts.
- Display Boards, Clean drinking water Facility, Store Rooms etc.
- Furniture : chairs, sofas, tables Stage furniture, Almirahs, Decoration Material.

4.1.4 Give the details on the physical infrastructure shared with other programmes of the institution or other institutions of the parent society or university.

The institution has enough infrastructures for B.ED. and D.ED. Institute share the infrastructure as:

- Gita Bhawan
- Playgrounds
- Hospital/Dispensary
- Kitchen and Mess

4.1.5 GIVE details of the facilities available with the institution to ensure the health and Hygiene of staff and students (Rest rooms for women, Wash room facilities for men and women, Canteen, health center etc.)

The facilities available in the institution to ensure the health and hygiene of staff and students are as under:

Facilities for students:

1. Common room for girls
2. Common room for boys
3. Wash room for girls
4. Wash room for boys
5. First Aid Room (Rest Room for women)
6. Medical facility available
7. Clean drinking water
8. Hygienic canteen facility
9. Well maintained lush green lawns
10. Health centre dispensary.

Facilities for Staff members:

1. Well equipped staff room with comfortable seating arrangements.
2. Each individual faculty member is provided individual locker.
3. Well maintained wash rooms.
4. Separate seating arrangements in the library.
5. Hygienic canteen
6. Place for parking the vehicles
7. Facility to access internet

4.1.6 Is there any hostel facility for students? IF Yes give details on capacity, numbers of rooms, occupancy details, recreational facilities including sports and games, Health and Hygiene facilities etc.

No, there is no hostel facility.

4.2 MAINTENANCE OF INFRASTRUCTURE

4.2.1 What is the Budget allocation and utilization in the last five years for maintenance of the following? Give justification for the allocation and unspent, if any.

1. **Building**
2. **Laboratories**
3. **Furniture**
4. **Equipments**
5. **Computers**

6. Transport/Vehicle

Details Regarding budget and utilization for the maintenance of infrastructure for the last five years:

Particulars/years	2013-14	2012-13	2011-12	2010-11	2009-10
Building	2,71,866	7,38,616	14,01,369	27,13,258	20,11,300
Laboratories and library	49,701	14,102	77,689	-	-
Furniture	1,14,203	44,655	2,57,936	-	-
Equipment	2,83,649	30,419	-	-	-
Computers	2,01,025	1,50,440	8,295	45,210	39,470
Vehicles	-	11,50,000	-	-	-

4.2.2 How does the institution plan and ensure that the available infrastructure is optimally utilized?

Infrastructure of the institution is as according to the norms and is optimally utilized for carrying out curricular, co-curricular and extra curricular activities.

College building: The building is more than sufficient to meet all the requirements of an educational institution .The building is optimally used for all curricular and co curricular activities.

Library: Library has rich collection of books covering wide range of areas like Education, Literature, and Religion etc. Besides these journals, encyclopedias, reference books and magazines are also available in the library. Availability of newspapers in English and Hindi. There is allocation of library period in the time table during which the students undertake self study or supervised study. In the library there is separate reading room with comfortable furniture so that students can read and prepare their assignments.

Class rooms : Institution has airy and spacious rooms with proper light. These class rooms are used for general teaching and learning process of compulsory papers, micro skills, holding tutorials, house meetings, skill in teaching competitions and conducting house examinations etc.

Laboratories: The institution has different laboratories which are properly utilized as:

Science Laboratory: science laboratory is well equipped with charts, models, glass watches, acid test tubes, dishes, magnets, compass, and tongs, meter scale, solar system, prisms, specimens, skeletons, etc. This laboratory is properly used for conducting practical.

Mathematics laboratory: Mathematics laboratory consists of charts and models of various branches like algebra, geometry and arithmetic's etc. students take the practical experience of the concepts.

Psychology laboratory: Psychology laboratory is well equipped with psychology tests like intelligence test, personality test, interest inventory, creativity test, aptitude test etc. These tests are conducted for B.Ed. Students.

Computer cum language laboratory: Computer laboratory is equipped with 30 computers. The computer laboratory is used for:

1. Holding computer classes
2. For preparation of power point presentations
3. For internet surfing
4. Downloading and storing the information
5. Preparations of discussion lessons

And language laboratory is used for:

1. Giving listening and speaking practice to students for improving their communication skills.
2. Conducting personality grooming classes.

Educational Technology laboratory (ET Lab): Technology laboratory is equipped with OHP, TV, DVD'S, Tape recorders, Sound system and CCTV'S and projectors etc. These all are properly utilized for both D. Ed. And B. Ed. classes.

MULTIPURPOSE HALL: Multipurpose hall is with a seating capacity of 300-350 and is used for

1. Organization of seminars, workshops and extension lectures.
2. Organization of activities like debates, quiz competitions etc
3. Conducting morning assembly
4. Organizing and conducting cultural activities
5. Organizing convocation functions.

PRINCIPAL ROOM: There is a well furnished principal's office which is used for

1. Holding staff meetings
2. Interaction with visitors
3. For administrative purposes etc.

CLERICAL OFFICE: Clerical office is used for

1. Public dealing
2. Admissions of students
3. Maintaining records
4. Correspondence purposes

STAFF ROOM: There is a well equipped and well furnished staff room for teachers which is used for:

1. Storing projects and assignments submitted by the students
2. Marking answer sheets
3. For checking the assignments and projects work
4. Preparing notes and revising notes by the teachers.
5. Discussion in staff members etc.

RECEPTION ROOM: Well furnished room for

- Receiving the guests
- For enquiry solutions etc.

COMMON ROOM: The college has two common rooms for boys and girls separately which is used by the students for rest or in any other problem.

ART AND CRAFT ROOM: The College has art and craft room which is used for storing the material of art and craft prepared by the students as assignments or for preparing the decorative material for decoration during functions.

CANTEEN: The college canteen equipped with all the necessary facilities is used for refreshments for students and for faculty members.

VEHICLE PARKING AREA: The College has well planned and perfectly maintained parking area.

PLAYGROUND: There is a large playground in the college which is used for:

1. Organizing sports functions
2. Organizing outdoor games for college students
3. Holding physical education activities etc.

HEALTH AND PHYSICAL ROOM: This room is used for:

1. Keeping sports goods.
2. Issuing sports materials to students.
3. Exercising on fitness equipments
4. Exercising on vibrator and blood circulator

4.2.3 How does the institution consider the environmental issues associated with the infrastructure?

- The institution itself is located in an eco friendly area.

- In the institution there are green and beautified lawns to create conducive environment for faculty as well as the students.
- To have a smoke free environment in the campus the wastes are composed in a proper way.
- Classrooms are spacious enough and ventilated for creating conducive environment for students learning.
- Tree plantation drive is organized every year in the college.
- The college has variety of plants.
- The college is plastic free zone.

4.3 LIBRARY AS A LEARNING RESOURCE

4.3.1 Does the institution have a qualified librarian and sufficient technical staff to support the library {material collection and media/computer services}?

Yes the college has a qualified and approved Librarian (B. Lib., M. Lib) and technical supportive staff to support library services.

4.3.2 What are the library resources available to the staff and students? (Number of book volumes and titles, journals-national and international, magazines, audio visual teaching-learning resources, software, internet access etc.)

The Library is spacious and comfortable for readers. There is well furnished reading room with library. The library resources include the following reading material.

Library Collection

Sr. No.	Books	Copies	Titles
1.	B.Ed.	2000	758
2.	D.Ed.	1850	173
Ref. Books			
3.	Dictionary	37	27
4.	Inventions of World	1	1
5.	Encyclopedias	21(vol.)	5

6.	Atlas	1	1
7.	Dissertation	3	
8.	**Other Books**	19	19
9.	Educational Ref. Books	533	188
10.	Spiritual Books	100	

Journal Sub.

1. Indian Journal 5
2. University News
3. The Primary Teacher
4. Journal of Indian Education
5. International Research Journal of Human Resources and Social Sciences
6. Bhartiya Aadhunik Shiksha

Magzines **12**

1. Partiyogita Darpan Eng
2. Partiyogita Darpan Hindi
3. Aha! Zindagi Hindi
4. Safalta Samayki Hindi
5. Samanya Gyan Darpan Hindi
6. Renu General Knowledge Eng
7. Renu General Knowledge Hindi
8. Competion Success review Eng.
9. Partiyogita Kiran Hindi
10. Kadambini Hindi
11. Master in current affairs Hindi
12. India Today Hindi

Daily News Papers

1. The Tribune
2. Hindustan Times
3. Dainik Bhaskar
4. Amar Ujala

5. Panjab Kasseri
6. Dainik savera
7. Aaj samaj
8. Employment News

4.3.3 Does the institution have in place, a mechanism to systematically review the various library resources for adequate access, relevance,etc. and to make acquisition decisions. If yes, give details including the composition and functioning or library committee.

Yes, the institution has in place a mechanism to systematically review the various library resources. There is library committee which comprises of the members as under:

PRINCIPAL: DR. SWAMI AMRITA

CO-ORDINATOR: MS. Shweta GABA

LIBRARIAN: MS. Sarita Sharma

COMPUTER EXPERT: MS. Sonia

Taking into consideration the needs of the faculty, students and availability of resources in the market

- The principal and committee members take the advice and feedback of concerned faculty from time to time for purchasing the books.
- Faculty members are given opportunity to recommend the books
- After the purchase of books the librarian informs the teachers.
- The Librarian always guides and helps the readers to get the required material.

4.3.4 Is the library computerized? If yes give details.

Yes, the library is computerized and equipped with internet connection. All the books are entered in computer in the software. Books are coded properly. Books are circulated to the students through computerized entries.

4.3.5 Does the institution library have computer, internet and Reprographic facilities? If yes give details on the access to staff and students and frequency of use.

Yes, the library has computer, internet and reprographic facilities as:

COMPUTER: The library has computer to maintain the whole record of books and issuing of books.

INTERNET: The library has internet connection

REPROGRAPHIC FACILITIES: the library has photocopier cum printer to facilitate the staff members and students as well.

4.3.6 Does the institution make use of inflibnet / Delnet / IUC facilities? If yes give details.

NO

4.3.7 Give the details of working days of library (days the library is open in an academic year , how the library remains open per day etc.)

The library remains open on all working days from 9 am to 3:30 pm and may be opened otherwise according to need.

4.3.8 How do the staff and the students come to know of new arrivals?

The librarian circulates the information to the staff members and students regarding the arrival of new titles so that they may be facilitate with latest study material.

4.3.9 Does the institution's library have a book bank? If yes how is the book bank facility utilized by the students?

Yes there is book bank facility. The teachers contribute to book bank by donating their books. Old students also donate books. And this facility is availed by poor students till the completion of course.

4.3.10 what are special facility offered by library to visually and physically challenged persons?

The college will provide facility accordingly, since till now no such condition has been faced.

4.4 ICT AS LEARNING RESOURCE

4.4.1 Give the details of ICT facilities available in the institution (computer lab, hardware, software, internet connectivity, access, audio visual, other media and materials) and how the institutions ensures the optimum use of the facility.

The institution has computer laboratory cum language laboratory and educational technology laboratory which hold all the required technological gadgets. The students use these laboratories for various purposes like developing communication skills, using computers and preparing PPT etc.

HARDWARES AVAILABLE

- 38 computers
- OHP
- Slide Projector
- CD Player
- DVD Player
- Tape Recorders
- Television
- Printers
- Photocopier

SOFTWARE

Recorded educational video and audio CD'S, slides and transparencies etc.

INTERNET CONNECTIVITY

Internet connectivity is available in computer lab, in library , in clerical office, in Principle office

ACCESS

Easy access to internet is available

AUDIO VISUAL

Audio Visual CD'S, Projectors, Television etc.

OTHER MEDIA AND MATERIALS

Pictures, charts, models are also available. These are utilized by staff members and students.

4.4.2 Is there a provision in the curriculum for imparting computer skills to all students? If yes give details on the major skills included.

Yes, there is a provision for imparting computer skills as college computer laboratory is well utilized for computer practicum as there is a compulsory subject in B.Ed. course. Paper VIII-A ICT enabled projects in which students get theoretical as well as practical knowledge .ICT Lecturer delivers lectures for the sake of theoretical knowledge and then they use computer laboratory to implement their theoretical knowledge in practical sense. Students get trained to prepare power point presentations. In D.Ed. course also students have subject pedagogy across the curriculum in which students have to get training of skills of computers.

4.4.3 How and to what extent does the institution incorporate and make use of new technologies/ICT in curriculum transactional processes?

The knowledge of ICT is significant but more significant is its use in practical situations in the teaching learning process. Moreover it is felt that the student teachers need to idealize the application of ICT in teaching. The teaching faculty and student teachers make use of internet for advanced knowledge and for preparation of lesson plans. The institution gives utmost priority in the use of new technology and ICT for day to day teaching.

- Teachers and students prepare PPT for effective transaction of curriculum.
- Internet surfing for academic up gradation by the teachers.
- Lesson plans and content prepared in the form of CD's.
- Institution has subscribed to various international websites for preparation of lesson plans as follows:
  1. Teacher Tip Newsletter
  2. NASA News services
  3. Math's worksheets land

4.4.4 What are major areas and initiatives for which student teachers use/adopt technology in practice teaching? (Developing lesson plans, classroom transactions, evaluation, preparation of teaching aids)

Prospective teachers are encouraged to prefer use of technology in preparation of lesson plans, classroom transactions, evaluation and preparation of teaching aids by using different equipments like OHP, transparencies, computers, L.C.D. etc. The teacher trainees are encouraged to search and download appropriate information and pictures from internet and with the help of these instructional materials teacher trainees can make the teaching learning process more effective and creative.

We receive daily emails from international teaching lesson plan sites which are used by faculty and students to prepare their lesson plans as:

1. maillist@teachertip newsletter_.com

2. newstuff@ mathworksheetsland.com
3. nasa_subscriptions@ service.gov delivery.com

4.5 OTHER FACILITIES

4.5.1 How is the instructional infrastructure optimally used? Does the institution share its facilities with others for e.g: serve as information technology resource in education to the institution to other institutions and to community?

Infrastructure is optimally used. Detail is given in 4.2.2.

4.5.2 What are the various audio visual facilities/materials (CDs, audio and videocassettes and other materials related to the program) available with the institution? How are the student teachers encouraged to optimally use them for learning including practice teaching?

The college has adequate audio visual facilities/material related to the program available with the institution to provide learning experiences and practical training to the students. College has

- OHP
- Projectors
- Computers
- TV
- DVD'S
- CD'S
- Charts
- Speakers
- Transparencies
- Cameras
- Slide projector
- Models etc.

The students are taught how to use these audio visual aids practically in teaching-learning process. The faculty members themselves use these aids during curriculum transaction process. So that they encourage the students to optimally use these aids in learning including teaching practice.

4.5.3 What are various general and method laboratories available with institution? How does the institution enhance the facilities and ensure maintenance of equipment and other facilities?

The institution has general and method laboratories to enhance the effectiveness of teaching learning process. The institution has science laboratory, psychology laboratory, mathematics laboratory, computer cum language laboratory and technology laboratory. These laboratories are used for providing practical knowledge.

1. Method rooms are equipped with support material like models, charts etc.
2. Psychology laboratory has necessary psychological tests, questionnaires, scales, inventories etc.
3. Science laboratory equipped with charts, models , different apparatus , chemicals etc
4. Technology laboratory is equipped with OHP, TV, Projector, Tape recorders, DVD'S etc.
5. Computer cum language laboratory is equipped with 30 computers with comfortable seating arrangement for students.
6. Mathematics laboratory is equipped with sufficient number of charts and models etc.
7. Health and Physical laboratory which provides fitness equipments and vibrators and blood circulators machines.

4.5.4 Give details of the facilities like multipurpose hall, workshop, music, sports and transports etc. available with the institution.

The institution has the following:

Multipurpose hall – It consists of near by 350 seating arrangements. In the multipurpose hall different curricular and co curricular activities do take place.

Workshop – There is art and craft cum work experience room where student teachers prepare teaching aids and other materials individually or in groups.

Music – Music instruments are available in the institution to facilitate the students.

Sports – The institution have all sports material as Volleyball, Basketball, Badminton, cricket, nets, shuttles, carom, chess, etc. Institution celebrate sports day every year.

Transports- The institution has requested for two buses from Haryana govt. for following routes:

1. Panchkula bus stand- housing board Chowk -old Panchkula- Chandimandir- Institute and vice versa

2. Kalka Bus Stand – Pinjore- Institute and Vice versa

4.5.5 Are the classrooms equipped for the use of latest technologies for teaching? If yes give details. If no indicate the institution's future plans to modernize the classrooms.

The classrooms are lacking in smart boards which we plan to develop after proper training to the faculty concerned in the coming years.

4.6 BEST PRACTICES IN INFRASTRUCTURE AND LEARNING RESOURCES

4.6.1 How does the faculty seek to model and reflect on the best practice in the diversity of instruction, including the use of technology?

- Teachers use the optimum services available in the college
- PPT is used by them and also encourage the students to prepare PPT for teaching practice
- Team teaching is practiced whenever possible.
- Student teachers are encouraged to use library, self study and internet facilities to get knowledge out of the classroom situations.

4.6.2 List innovative practices related to use of ICT which contributed to quality enhancement.

The institution has an innovative approach in the use of ICT that it has subscribed to various international teacher help websites who provide us with the new and latest trends in the teaching strategy which are seen, discussed and implemented by our staff which is further provided to the students for preparing their lesson plans on the latest guidelines from a universal platform. The web addresses have been explicitly given in 4.4.4

From there sites we receive emails, with the help of these mails:

1. maillist@teachertip newsletter_.com
2. newstuff@ mathworksheetsland.com
3. nasa_subscriptions@ service.gov delivery.com

4.6.3 What innovations/ best practices in infrastructure and learning resources are in vogue or adopted/adapted by the institution?

- Spacious campus
- Well equipped laboratories
- Indoor and outdoor sports facilities
- Well equipped library with updated magazines and journals and required number of books
- Multipurpose hall
- Generators are available for electricity power backup etc.

CRITERION – V

STUDENT SUPPORT AND PROGRESSION

5.1 STUDENT PROGRESSION

5.1.1 How does the institution assess the students' preparedness for the programmed and ensure that they receive appropriate academic and professional advise through the

commencement of their professional education programme (students pre-requisite knowledge and skill to advance) to completion?

The mechanism for assessing the students' preparedness is as follows:

Orientation programme

- The B.Ed. and D.Ed. course of the institution begins with orientation where students are given information about the course
- It includes orientation regarding teaching learning of course units, project work for practical course, enriched programme and examinations.
- Orientation about development of teaching competency through micro teaching and mega teaching practice for development of teaching competency.
- Orientation about extra curricular and co curricular activities for the development of other aspects of personality.
- Besides orientation, self introduction programme go on in which each student introduces himself/herself. They tell about their achievements, interests and hobbies etc.

Students' Activities

- **T**o assess students' aptitude and abilities different tutorial groups and clubs are formed. Equal students are distributed in five tutorials groups. They are assessed and are also prepared for academic and professional skills.
- Talent identification is done by conducting Talent Hunt Programme.
- Sports activities to be performed (indoor and outdoor).
- Extension lectures by experts.
- Organization of seminars and workshops.

Morning assembly

Students are prepared to speak in assembly. House wise assembly is organized by the teacher- in- charge and students are allotted to each house almost equally in that particular house. Students are encouraged to give speech for 5-7 minutes or any other presentation in the morning assembly.

Formation of clubs

Various clubs are formed for giving different experiences to the prospective teachers. Active involvement of student in the club activities equips them totally to extend their passion towards teaching.

5.1.2 How does the institution ensure that the campus environment promotes motivation, satisfaction, and development and performance improvement of the students?

A healthy campus environment is created to motivate the students through following practices:

- The college campus is very clean, environment friendly and spacious. This creates a conducive and peaceful environment for proper curricular transaction. There is adequate space for playground. The classrooms are spacious and comfortable.
- There are well equipped laboratories to facilitate the students.
- Seminars on current educational topics are organized.
- Extension lectures are conducted by college for the students by expert resource persons.
- Talent competitions are organized to fetch out the talents of the students.
- Club activities encourage the students
- The faculty gives extra attention and guidance to underachievers.
- Organization of N.S.S camp to inculcate moral, social and economic values among the students.
- Availability of adequate ICT facilities for quality enhancement.
- Organization of cultural activities helps the students for all round development.
- Placement activity also motivates the student teachers to improve their performance and enhance their professional skills etc.

Thus college organizes various activities to motivate and to develop the overall performance of student teachers.

5.1.3 Give gender-wise dropout rate after admission in the last five years and list possible reasons for dropout. Describe the mechanism adopted by the institution for controlling the drop out?

Students who leave their course in B.Ed. in last five years:

	2009-10 (out of 100)	2010-11(out of 100)	2011-12(out of 100)	2012-13(out of 100)	2013-14(out of 100)
Boys	-	1%	1.07%	2%	2.89%
Girls	2%	-	-	4%	-

Reasons: Due to their personal family problems, due to marriage of girls etc.

Mechanism for controlling drop out

- Guidance and counseling of the students
- Family counseling
- Financial help

5.1.4 What additional services are provided to students for enabling them to compete for jobs and progress to higher education? How many students have cleared SLET, NET, Central/state services through competitive examination in last two years?

The following additional services are provided to student teachers for enabling them to compete for jobs and progress to higher education.

- ❖ Educational visits
- ❖ Use of multimedia
- ❖ Special lectures given by experts
- ❖ Use of computers and internet
- ❖ Workshops on personality development program
- ❖ Encouraging the study in the library well equipped with books, journals, newspapers, magazines etc.
- ❖ Campus interviews conducted by placement cell for students.

Students who have cleared the competitive exams in last two years:

	2014	2013
SLET	0	0
NET	1	0
C/STET	35	49

5.1.5 What percentage of students on an average go for further studies/choose teaching as a career? Give details for the last three years?

Detail for the last three years is:

	Higher studies	Teaching
2011-12	35	44
2012-13	83	33
2013-14	59	24

6.1.6 Does the institution provide training and access to library and other education related electronics information, audio / video resources available to the student teachers after graduating from the institution? If yes give details on the same.

Yes the institution provides training and access to library and other resources after graduating from the institution. They make use of library for higher studies. The principal and other teacher educators give personal and professional guidance to the student teachers even after graduating from the institution.

5.1.7 Does the institution provide placement services? If yes, give details on the services provided for the last two years and the number of students who have benefited.

Yes, the institution provides placement services. This year institution organized placement drive on 11-11-2014.

The schools who participated in this programme are:

1. D.C. Model school sec.7 panchkula.
2. Eicher school parwanoo.
3. St. Vivekananda millennium school H.M.T Pinjore.
4. J.P.Gurukul high school pinjore.
5. Amravati school pinjore.
6. Vishavshiksa Niketan high school.
7. Nobel high school pinjore.

Many students get benefitted from this session.

Around 44 students have been placed in last two years.

5.1.8 What are the difficulties (if any) faced by placement cell? How does the institution overcome these difficulties?

English speaking staff was required. So we have planned to provide extra coaching in English speaking and handwriting improvement.

5.1.9 Does the institution have arrangements with practice teaching schools for placement of student teachers?

Teaching practice for B. ed. and D. ed. students goes on in Govt. schools.
The Govt. schools as such do not place the students. But by seeing the performances of the students these Govt. schools suggests to their sister institution (private schools) for the particular students.

5.1.10 what are the resources (financial, human and ICT) Provided by the institution to the placement cell?

Financial resources: All the services are free of cost. Free of cost interview sessions, free refreshment expenses, free feedback performs etc.

Human resources: The placement cell has members which helps and guides the interviewers and candidates in any case.

ICT Resources: All the ICT resources in the institution are made available as per the requirements.

6.2 STUDENT SUPPORT

5.2.1 How are the curricular (teaching-learning processes),co-curricular and extracurricular programmes planned , (developing academic calendar, communication across the institution, feedback) evaluated and revised to achieve the objectives and effective implementation of the curriculum?

- **CURRICULAR**
  - **Curricular Planning**

- The curricular planning of the institution is as per the syllabus provided by the Kurukshetra University for B.ED. and as per the syllabus provided by Haryana Board for D.ED.
- The teaching –learning process is planned at the commencement of the academic session every year. The time-table and responsibilities are prescribed to the teachers at the commencement of academic year
- The teachers plan their core , optional and elective subjects before the commencement of academic year

.

➢ **Objectives of curricular activities:**

Programmes for the development of pupil teacher's personality for curricular activities are planned as per the following aims:

- ✓ For all round development of the students
- ✓ Social development
- ✓ Leadership Quality
- ✓ Knowledge up gradation
- ✓ Creativity and innovation
- ✓ Discipline and good manners
- ✓ Decision making
- ✓ National integration and brotherhood

➢ **Implementation of curricular activities:**

- Regular teaching
- Assignments work
- Discussions and lectures
- Tests and examinations

❖ **COCURRICULAR ACTIVITIES:**

1. Micro teaching workshop
2. Teaching practice for 20 days
3. Models of teaching classes
4. Computer training
5. Psychological experiments
6. ICT training
7. Work experience programme
8. Personality development workshop
9. Language abilities development
10. Debates , seminars and workshops on educational issues
11. Report writing of every activity

❖ **EXTRA CURRICULAR ACTIVITIES:**

1. Blood donation camp
2. Tree plantation and environment awareness
3. Rallies on challenging problems
4. Yoga camps
5. Sports week organization for sports events
6. Annual cultural programmes
7. Organization of NSS Camp

And to achieve the objectives all the activities are evaluated and revised through feedback and discussions so that the objectives can be achieved.

5.2.2 How is the curricular planning done differently for physically challenged students?

The institution follows the policy of inclusion. Physically challenged Student teachers are admitted in the institution, if approaches. Completion of practical and practice teaching lessons have to fulfilled like that of the general student teachers. Challenged student teachers are encouraged and motivated to participate in co-curricular activities and to overcome their inferiority complex, if any. They are given extra time by the faculty members for various activities.

5.2.3 Does the institution have mentoring arrangements? If yes how is it organized?

Yes, the institution has mentoring arrangement. The students are divided into different tutorial groups headed by different teachers. Each tutorial group has a teacher- mentor who helps and guides the students in various activities. The staff meetings are used to monitor the teaching work. In the meeting the academic work is discussed by the staff. Principal undertakes class room observation of the lectures given by the teacher educators and monitor the lectures. Teaching practice sessions are monitored by the teacher educators. Every faculty member serves as the mentor for the academic, extracurricular and co curricular activities. They supervise student's regularity and discipline. Students all round development is assured by the mutual cooperation of the lecturers. The performances of the pupil teachers in the academic work are evaluated by giving tests and assignments. The results are monitored by discussing the results class wise and individually by counseling individual students.

5.2.4 What are the various provisions in the institution which support and enhance the effectiveness of the faculty in teaching and mentoring of students?

Teachers are encouraged to improve their teaching by:

1. Participation in faculty development programs
2. Free access to internet facilities
3. Attending various seminars, workshops etc.
4. Enriching the library with different books from time to time
5. Well-equipped laboratories with latest tests and equipments
6. To discuss the problems and difficulties of students
7. College follows tutorials class system to support and enhance the effectiveness of teaching through mentoring process.
8. Use of technologies in the class rooms by the faculty members makes teaching effective.

5.2.5 Does the institution have its website? If yes, what is the information posted on the site and how often is it updated?

Yes, the institution has a website www.bceviratnagar.com . The following information has been posted on the site:

- Lists of teaching and non teaching staff.
- Admission criteria for B.Ed. and D.Ed. courses.
- Curriculum structure for the courses.
- Facilities available to the students and the staff.
- Events/programmes organized by the institution in the particular years.
- Syllabus for B.Ed. and D.Ed. courses.
- Contact details
- Fee structure.
- Library information etc.

The website is updated 10th of every month.

5.2.6 Does the institution have a remedial programme for academically low achievers? If yes, give details.

Ans: Yes, the institution has a remedial programme for academically low achievers. The quality of an institution depends on the performance of the students. Therefore for good performance there are some of measures undertaken for these students:

a. Books of different difficulty levels are available in the college library, but extra books are made available to the low achievers when required.

b. Extra counseling hours are provided to slow learners.
c. Group discussions are arranged
d. Projective and non-projective aids are used for making the subject matter interesting and easy to understand.
e. Well-equipped technology and psychology laboratories are available.
f. Bilingual method of teaching is used by teachers.
g. Course books in the library are available in both the languages i.e. in English and Hindi.
h. Freedom to write assignments, exams in language of their choice.
i. Peer help (from high achievers to low achievers) is encouraged to get best results. .
j. Continuous evaluation helps faculty members to understand the problem area of the weak students and to formalize a remedy for the same.
k. Re-teaching is done to resolve teaching related problems.
l. Personalized guidance is given to resolve personal issues.
m. Tutorial meetings help to solve various problems of the students.

n) Extra classes for the low achievers by the faculty members in their library periods or in extra periods as a remedial measure.

5.2.7 What specific teaching strategies are adopted for teaching (a) advanced learners and (b) slow learners?

Ans: The advanced learners and slow learners of a subject are identified by the concerned faculty members, based on their performance in orientation class, and house examination. They are also identified based on their active participation, involvement, performance in the class room /practical classes. Accordingly, subject wise, paper wise, practical wise strategies are adopted.

Specific teaching strategies for Advanced Learners:

- **Pr**ovision of additional learning reference material, Books, Review Articles and Reports, CDs and Internet surfing.

- Student Seminars on selected topics.

- Participation in Quiz, Debate and Problem Solving Exercises.

- Student Project Work based on theoretical data and practical work

Strategies for Slow Learners:

- Tutorials, discussions, interactions and remedial coaching.

- Personal, academic and social counseling.

- Concept clarification and problem solving exercises.

- Making them part of student teams wherein there is an admixture of fast, medium and slow learners. Here, as a "team dynamics - cooperative efforts", the slow learner experience adoptability, develop self esteem, self respect and confidence.

- Steps to enhance their communication skills, art of reading – learning.

- Bilingual explanations and discussions.

- Provision of simple but standard lecture notes/course material.

- Revision of topics and practical's.

- Monitoring their progress at every unit-end examination.

5.2.8. What are the various guidance and counseling services available to the students? Give details.

Yes, Brahmrishi college of Education provides guidance and counseling to students. The principal and individual teachers guide the students with regards to career prospect and further education, health, language and spiritual deficiencies. Many students have built up a cordial relationship with the institution and approach for advice on future education.

- The students are given guidance and counseling for their learning problems, adjustments needs etc.
- Tutorial system helps the students to clarify their doubts regarding their academic problems; suggestions to improve their study schedule and pattern.
- Guidance and counseling is given on the disciplinary part of every student teacher.
- Guidance and counseling is given regarding the do‟s and dont‟s of their conduct before and during teaching practice.
- At the time of campus interview students are given guidance and counseling on how to face interview.
- Student teachers are guided to be self independent.
- Information is given to the student teachers regarding the need and benefits of further education.
- The institution also informs the student teachers about various competitive examinations conducted by the state government for filling in various teaching and administrative posts in the state education departments.

5.2.9. What is the Grievance Redressal Mechanism adopted by the institution for student teachers? What are the major grievances redressed in the last two years?

There is a Grievance and Redressal committee. The college has grievance redressal cell for its employees and students .The grievance redressal committee has been constituted in the institute with the following members:

Grievance Committee

Principal cum Chairman: Dr. Swami Amrita

Member Secretary: Ms. Shweta Gaba

Members: Mr. Jiwan Dass Taneja

Mr. Mohit Sharma

This cell caters to the needs of all and looks into grievances while remaining in close contact with the Principal. Whatever helps is needed by the students like financial, books etc. is provided by the cell. This cell organizes counseling sessions for students. Though the college has a process for grievance redressal, warm relations exist between the staff and the students. The availability of the Principal ensures that any faculty problems or student grievances are resolved through personal interaction as soon as possible.

Recently following grievances have been resolved:

- For easy, safe and comfortable approach the transportations has been facilitated two routes viz (a) Panchkula to institute (b) Kalka- institute and vice versa.
- Health and physical lab has been developed keeping in view the demands of the students to get health beneficial tips and services in the college itself.

5.2.10 How is the progress of the candidates at different stages of programs monitored and advised?

Ans: The progress of the candidate is monitored at different stages:

- After the allocation of assignment the subject teachers reviews the performance and also advise the students accordingly.
- After microteaching, all supervisors provide feedback to the principals.
- After the house tests the progress is monitored and the prospective teachers are advised accordingly.
- After every month, attendance record is provided in the office and student with more absentees are guided and advised accordingly.
- Unsatisfactory progress and achievements of student teachers is seriously looked into by the faculty and accordingly feedback and guidance are given to low achievers to achieve the required level of competency.

5.2.11 How does the institution ensures the students' competency to begin practice teaching (pre-practice preparation detail) and what is the follow up support in the field (practice teaching) provided to the students during practice teaching in schools?

Ans: The institution follows a systematic approach for Teaching-Practice Programme.

Pre-practice teaching

The students are provided with micro teaching classes during which various teaching skills are imparted and practiced. Micro teaching lessons are observed using rating scale. Feedback is provided by the faculty and peers immediately after the teaching and re-teaching sessions. Only after the re-teach lessons indicate desirable improvement, the next skill is introduced. Then the link practice sessions takes place to integrate micro-teaching with mega/real teaching

For this teacher educator provides a number of demonstration lessons in all subjects. This along with micro teaching makes the students teachers competent to face the practice teaching.

In pre teaching practice the students will be given practice in the preparation of lesson plans and teaching aids, and action researches, how to proceed the case study and they are informed about general discipline to be maintained. In addition to this following practices are followed:

At the time of teaching practice

1. Identification of the co-operative schools is done keeping in mind :

a) Easily Accessible

b) Type of school

c) Availability of basic infrastructural facilities.

d) School calendar.

e) Generally prospective teachers are accommodated in 6- 10 schools.

2. Allotment of schools for Teaching Practice.

The students are allotted schools keeping in mind the following considerations:

a) Medium of instruction of prospective teachers

b) Subject combination.

c) Academic background of prospective teachers.

d) Accommodating capacity and subject wise requirement of the schools.

e) Supervisor, pupil teacher ratio is 1:15

3. Sending list of prospective teachers to the co-operative schools.

4. Instructions to the prospective teachers regarding Teaching Practice.

Before the commencement of the teaching practice, detailed instructions are given to prospective teachers regarding:

a) Duration of Teaching Practice

b) Objectives of Teaching Practice

c) Number of lessons to be delivered

d) Daily stay in the school

e) Type of duties to be performed

f) Information regarding the time table and syllabi from the concerned teachers in advance

g) Type of behavior to be exhibited by them (dress code, professional ethics)

5. Evaluating each pupil teacher's feedback from their teacher in-charge in school and Head of the concerned school

Post Teaching Practice

After the completion of the practice teaching sessions students are asked to narrate their experiences of their practice teaching. They also submit observation record, lesson plans record, case study record achievement tests scripts and teaching aids, etc.

5.3 STUDENT ACTIVITIES

5.**3.1. Does the institution have an Alumni Association? If yes, give detail.**

Yes, the college has an Alumni Association. The Alumni Association exists in the name of Brahmrishi old students association (BOSA).

(i) List the current office bearers

Members of Alumni Association:

President - Dr. Swami Amrita

Secy. - Ms. Shweta Gaba

Cashier - Dr. Manish Bhatt

Executive members - Amrita Sharma
Gita Dutt
Hemraj
Shivani
Sarika Mehra
Rashmi Sharma

(ii) Give the year of last election
2015

(iii) List Alumni Association activities of last two years.

The BOSA members are invited for annual founder's day celebration which is carried for a week. BOSA members participate in the celebration and activities carried through out the week.
Annual meeting also held for the members.
BOSA members also participate in NSS activities etc.

(iv) Give the details of top ten alumni occupying prominent position.

Top ten alumni occupying prominent position:

1. Sarika Mehra
2. Shivani
3. Rashmi Sharma
4. Kusum Lata
5. Amit
6. Poonam
7. Shilpa
8. Vinod
9. Maninder
10. Ravneet

(v) Give details on the contribution of alumni to the growth and development of the institution.

Minimal contribution of Rs. 100 was collected.

5.3.2 How does the institution encourage students to participate in extra-curricular activities including sports and games? Give details on the achievements of students during the last two years.

Ans : Yes, the Institution encourages the students to participate in extra-curricular activities. Institution organizes many activities like:

- Inaugural function
- Teachers Day celebration
- Independence Day
- Republic Day Celebration
- Gandhi jayanti celebration
- Diwali celebration
- Children's Day Celebration
- Lohri celebration etc.

The various items in which students participate i.e. Organization of TALENT HUNT are:

MUSIC

- Shabad / Bhjan
- Geet / Ghazal
- Group Song
- Folk Song

THEATRE

- Skit
- Mimicry

DANCES

- Giddha
- Classical
- Group Dance
- Solo dance

FINE ARTS

- Painting
- Poster Making
- Rangolii decoration
- Flower Arrangement (Fresh)
- Flower Arrangement (Dry)
- Mahanadi competition

LITERARY

- Poetical
- Debate
- Quiz

Other activities celebrated / conducted by the college

- Celebration of Nutrition and health Day on 3 September 2014.
- Celebration of world Literacy Day on 8 September 2014.
- Hindi Day celebrated on 14 September 2014.
- Celebration of Guru Nanak Dev JI'S Birthday
- Celebration of Summer Fest
- Celebration of Diwali Fest
- Yoga Camps
- Women Day celebration
- Celebration of Environment Day
- 'SWACH BHARAT ABHIYAN Drive

- Talent Hunt Programme
- Skill in teaching competitions
- Quiz competition
- Extension Lectures
- Celebration of all national days
- Celebration of sports meet every year which includes Indoor and Outdoor games as:

Outdoor Games :- (Events)

- ✓ Formation of PYRAMIDS
- ✓ 100 m RACE (Girls)
- ✓ 100 m RACE (Boys)
- ✓ SPOON RACE (Girls)
- ✓ SPOON RACE (Boys)
- ✓ LONG JUMP (Girls)
- ✓ LONG JUMP (Boys)
- ✓ SACK RACE (Girls)
- ✓ SACK RACE (Boys)
- ✓ HIGH JUMP (Girls)
- ✓ HIGH JUMP (Boys)
- ✓ RELAY RACE (Girls)
- ✓ RELAY RACE (Boys)
- ✓ THREE-LEGGED RACE (Girls)
- ✓ THREE-LEGGED RACE (Boys)
- ✓ CHATTY RACE (Girls)
- ✓ CHATTY RACE(Boys)
- ✓ TUG OF WAR
- ✓ VOLLYBALL
- ✓ KHO-KHO
- ✓ SHOT PUT
- ✓ BADMINTON
- ✓ DISCUSS THROW etc.

Indoor Games:-

- ✓ CHESS
- ✓ CARROM BOARD
- ✓ PLAYING CARDS

SEMINARS:

- A National Seminar on 'RIGHT TO EDUCATION – Challenges ahead.' On 23 May 2012

- A National Seminar on 'PRACHIN AND ADHUNIK SANDRABH ME PATHYA CHARCHA KE ANTARGAT SHIKSHAN, ADHIGAM,ABYAS AND MULYAKAN KA VIVECHAN' on 6 July 2012

- A National Seminar on 'Women Empowerment.' on 26 April 2013

- A National Seminar on 'Humanistic Education.' On 19 October 2013

- Seminar on ' CANCER AWARENESS' On 10 January 2014

- An international seminar on ' VALUE EDUCATION- Issues, challenges and solutions ' On 2 March 2015

WORKSHOPS:

- Two Days Workshop on' Personality Development and Self Power' on 21-22 feb 2014

- Workshop on' Multiple Intelligence' on 6 March 2014'

- Workshop on ' SCIENCE PRACTICALS' on 15 March 2014

- Five Days Workshop on ' Fine Arts ' On 25 March 2015

Club activities are organized by the institution as:

Environment club:

Environment club aims at creating environment awareness among would be teachers. This Club helps them in fulfillment of this motive by organizing seminars, tree plantation, slogan writing competition, poster making competition etc.

Music club:

The aim of music club is to create interest and to develop favourable attitude among the students towards music. The students of music club are trained for Vocal, Instrument, Classical and Light Music.

Literary club:

The aim of the literary club is to give the students a unique opportunity of going through an innovative technique of teaching and learning.

Social service club:

This club is aimed at bringing an awareness and helping people within a local community to identify social needs and to consider the most effective ways to meet these needs. Following centers have been adopted by our college for community service:

- Mother Teresa Haryana Saket council Chandimandir
- Mandhudhar Kasauli (leprosy centre)
- Blood Bank Society (PGI) Chandigarh
- Rotary club sec.35 chandigarh.

Spiritual club:

This club follows the motive of SELF-INTROSPECTION in the light of which they could fly to any heights. So organization of SUNDER KAND PATH on every first Saturday of the month helps to fulfill this motive.

5.3.3. How does the institution involve and encourage students to publish materials like catalogues, wall magazines and other material. List the major materials brought about by the students during previous academic session.

The students have contributed in bringing out the magazine of the year. They are also encouraged to display their creative articles on the notice board. In addition to these the students have also prepared art from waste very creatively. Students have contributed with articles, poems for the magazine.

Some of the materials which are prepared by the students for magazine are:

POEMS PREPARED BY STUDENTS

- One for sorrow Two for joy

- A Prayerful wish
- Life
- Value of time
- Teacher
- Success Mantra etc.

ARTICLES PREPARED BY STUDENTS

- GOD Made Teachers
- Art of Interview
- Relationship of father and son
- Power of Appreciation
- Environment
- Most Powerful Word Knowledge
- The Gift Of Life
- See Problems As Opportunities
- India in 2020
- Impact of Globalization of Business
- Family of Grammar
- Let Alphabets be you're Guide etc.

Besides these Teachers have also written articles for magazine as:

- Aaj ka pustkalya
- Community radio as a medium of education and Communication
- Teacher Educator
- Samajhdar Atithi bane
- MAA
- Premchand Janvadi Upanyaskar
- Vartman Sandrabh mein etihas adhyan ka mahtav
- Arthik vikas eiv Manav Daitav
- I Love my country
- Pledge for students
- Akhbar aur Birbal
- Sahitayan
- Computers etc.

5.3.4. Does the institution have a student council or any similar body? Give details on – constitution, major activities and funding.

Activities like co-ordination of everyday assembly, enrichment programmes like seminars and conference, celebration of national days, teacher's day, college day and various other festival etc. all ar conducted by the HOUSES and CLUBS which is joint venture of students and teachers.

Each club or Each House is a group of an Incharge teacher and students.

So all the activities are conducted by them.

Funding for these activities is given by the management.

5.3.5. Give details of the various bodies and their activities (academic and administrative), which have student representation on it.

The various bodies and their activities which have student representation on it are:

- Discipline Committee
- Library Committee
- Sports Committee
- Cultural Committee
- Placement
- Club activities
- Morning assembly
- Houses

The students are involved in the committees where in their role is invited as well as appreciated. Definitely it gives a rich opportunity for both the sides to understand each other and feel close to realities of the issue, because the system works for the welfare of the young.

We give maximum opportunities to the student teachers to represent academic and administrative bodies.

5.3.6. Does the institution have mechanism to seek and use data and feedback from its graduates and from employers to improve the preparation of the programme and the growth and development of the institution?

Yes, feedback and data is collected by the institution from the student teachers at the end of the academic year for future curricular planning, implementation, growth and development. Issues related to the above are discussed with the faculty and is analyzed to improve the implementation of the program. The management supports the faculty as well as the non

teaching faculty regarding administrative issues and gives feedback from time to time for proper planning and implementation, growth and development of the institution.

Feedback from the Head Masters and teachers on the curriculum input and practice teaching is also used to improve the preparation of the programme and the growth and development of the institution.

5.4 BEST PRACTICES IN STUDENT SUPPORT AND PROGRESSION

5.4.1. Give details of institutional best practices in Student Support and Progression?

- Participation in monitoring assembly and various co-curricular / extension activities is mandatory for all students.
- Fee concessions.
- Encouragement for participation in activities and Seminars/Conferences.
- Student's representation in various committees.
- Use of student-centered teaching-learning approaches like group discussions, class quizzes, seminars, team teaching etc.
- National Festivals of our country are celebrated to inculcate the integrity, unity, harmony, etc.
- Training On Personality Development
- Medical and first aid facility
- Students are given equal opportunities for attending cultural activities, seminars, workshops and other institutional programs.
- Classes to improve communication skills are organized every year for Language development.
- Open and congenial atmosphere is provided to new ideas and knowledge.
- Teacher exchange programmes are held.
- Life skills including Yoga
  a) Physiotherapy facilities.
  b) Value oriented courses.
  c) Career counseling services

- Community service at Mandhudhar Solan, Saket Hospital Chandimandir etc.
- Campus beautification

CRITERION VI:

GOVERNANCE AND LEADERSHIP

6.1 INSTITUTIONAL VISION AND LEADERSHIP

6.1.1 What is the institution's stated purpose, vision, mission and values? How are they made known to the various stakeholders?

The Institution was established with the main aim of providing quality education to the prospective teachers and teacher educators which helps to explore all. What is good in human personality and to annihilate all that is bad. Institution is striving hard for preparing efficient and effective teachers to develop inherent potentialities and to achieve the ideal of education by imparting education of body and soul and through various curricular, and co curricular and value added programs.

To achieve its aim the institution has its motto and also follow some objectives:-

INSTITUTION MOTTO:-

- In service of humanity (Sarv Bhut Hitey Ratah)
- Unity in diversity (Ekatvam Anupashyatah)

INSTITUTION'S MISSION:

WISDOM—Doubtless Knowledge

LOVE—Lust Less Love

SERVICE—Selfless Service

INSTITUTION'S VISION:

Keeping in view the vision of Reverend Gurudev Brahmrishi V. Bawra that "A child is a very delicate plant of the Divine nursery, the best way to nurture it,is through Wisdom, Love and Service. The vision of the college is to innovate and energize the prospective teachers with right attitudes, values and ideologies to.

- Act as a facilitator among their pupils through appropriate skills and methodologies.
- Attain the heights of academic achievements through hard work critical analysis and clarity of decisions.
- Provide the effective and responsible leadership and render selfless service to community at large.

INSTITUTION'S DISTINCTIVE CHARACTERISTICS :

The distinctive characteristics that we inculcate at Brahmrishi College of education to serve the needs of the society are:

- Faith in God
- Moral uprightness
- Social responsibilities
- Love to follow the culture
- Pursuit of excellence and perfection
- Sincerity, Commitment and dedication
- Love for nation
- National integration
- Religious harmony

OBJECTIVES:

- To develop the discriminating faculty among the educators capable to re-establish the moral and social values changing in the light of material science.
- To inculcate among educators a scientific attitude and independent thinking enabling them to assimilate the new achievement.
- To help the educators to establish cooperative social discipline for harmonious development and to cultivate other utilitative and important values of life.
- To enlighten educators mind with the truth of philosophy of life based on the true facts and laws of nature.
- To liberate the educators from spiritual ignorance.
- To cultivate in the lives of educators forces of higher character, such as duty, discipline, honesty reverence, gratitude, selfless service etc.
- The fulfillment of this very aim with wisdom, love and service is the main objective of Brahmrishi College of Education.

These are made known to the students and society in various manners :

- ✓ Introduced by the Principal in the address at the beginning of every new academic year
- ✓ Printing them in student's informative academic materials/Brochure.
- ✓ The vision, mission, goal, purpose and objectives are published in the institutional website.
- ✓ Publishing them in calendars and college magazines.
- ✓ All the academic activities are undertaken as according to the vision, mission, purpose, goals and objectives of the college.
- ✓ Through various cultural programmes, sports functions and convocations etc.
- ✓ Through various lectures and informative dialogues on numerous occasions by the Principal/Chairperson herself and by delegates of the parent body.

6.1.2. Does the mission include the institutions goals and objectives in terms of addressing the needs of the society, the students it seeks to serve, the school sector, education institution‟s traditions and value orientations?

Yes, The institute is committed to provide the excellence in education, covering its all aim, objectives through teaching, learning and extension activities based on the needs of the society.

The Society: The mission of the college i.e. doubtless knowledge with lust less love for self less service is to mould the trainees as an effective social agent to transform the society towards prosperity.

The Students: The mission and vision definitely focuses on training the student teachers to acquire skills and techniques of teaching. The mission also focuses on the holistic improvement by inculcating the spiritual, moral, values so as to create a powerful, self reliant Society.

6.1.3. Enumerate the top management's commitment, leadership role and involvement for effective and efficient transaction of teaching and learning processes (functioning and composition of various committees and board of management, BOG, etc.)

The top management firstly lends the President who is also the principal chairperson who gives smart leadership and is always involved and dedicated for-

- Providing the best of infrastructural facilities for the growth of institution professionally, qualitatively and quantitatively as well.
- The principal chairperson has a personal meeting programme weekly with teachers and monthly with the students.

The Board of management has daily meeting with various committees of the college and it act in a very innovative and efficient manner to meet their requirement

6.1.4. How do the management /head of the institution ensure that valid responsibilities are defined and communicated to the staff of the institution?

The authoritative responsibilities are communicated and delegated to the staff members through staff meeting, circular and announcement in the morning assembly. The staff meeting is conducted every month and Principal reviews the academic activities. The responsibilities are assigned according to the field of interest and abilities of each person and communicated through formal and informal meetings to decentralize the governance system of the institute. Each and every staff member maintain their diary for proper record of their curriculum activities, co-curricular activities,

extracurricular activities and also their house duties etc and all are reviewed and checked by the principal weekly.

6.1.5 How do the management /head of the institution ensure that valid information (from feedback and personal contacts etc.) is available for the management to review the activities of the institution?

The head of the institute makes sure to get the feedback performas from the students, the faculty, the guests, the resource persons, the eminent people of the society, various social groups around and a track is kept of their views, reviews and suggestions are further discussed with the managing committee. Thus making sure that the institute is able to meet its goal and objectives.

6.1.6 How does the institution identify and address the barriers (if any) in achieving the vision/mission and goals?

Ans: A number of procedures are adopted by the institute to monitor and evaluate the defined policies and plans of the institute for effective implementation and improvement time to time by:

1. Encouraging the staff to improve their academic and professional qualifications.
2. Involving the staff in decision making.
3. Encouraging research work and get it published.
4. Deputing staff to attend refresher courses/seminars/workshops.
5. Organizing workshops for improving teaching- learning and related activities.
6. Providing IT infrastructure for use in teaching –learning process
7. Encouraging and appreciating activities of staff members.
8. Collecting information from staff and students.
9. Collecting Feedback from the heads of the practice teaching schools.
10. Receiving Feedback from the students.
11. Receiving Suggestions from eminent persons of the society.

6.1.7. How does the management encourage and support involvement of the staff for improvement of the effectiveness and efficiency of the institutional processes?

(a) Grooming staff leadership:

Staff support is the asset in our strong belief and contention. Freedom given to exercise their creative thinking is the key and welcoming their suggestions however small or big encourage them. The management promotes and encourages the staff for their professional growth. It permits all staff to participate and attend the various orientation and refresher courses, seminars and workshops. On duty leave and necessary expenditure is sponsored by the management. Review meetings are held to have a glance over their performance.

(b) Leadership at student level:

A Council of students is formed at the commencement of the session through selection or election according to the need that perform various leadership roles in monitoring disciplines and keeping a check over the academic needs of the students.

6.1. 8: Describe the leadership role of the head of the institution in governance and management of curriculum, administration, allocation and utilization of resources for preparation of student.

Ans: Right from the start of the admission process, preparation of time table and development of college calendar and the activities both curricular and co- curricular mentioned herein are organized and conducted under the guidance, supervision and administrative control of the head of the institution.

Role of Principal in the governance and management of the curriculum

- To ensure that the yearly plan given by the university is adhered to
- Assignment of syllabi to different lecturers to teach B.Ed. and D.Ed. students under the supervision of principal, ensuring that it is completed on time
- To ensure smooth conduct of project work
- Arrangement of practical classes for the students, teaching-practice programme, special classes, organization of co-curricular activities etc .under the guidance of principal.

Role of the Principal in administration

- Maintaining discipline among the teaching, non-teaching staff and the students
- Assuring punctuality and regularity among the teaching, non-teaching staff and students
- Taking care of financial matters
- Preparation of necessary documents for inspection under the supervision of principal.
- Supervising cleanliness of the physical facilities of the college
- Purchasing and maintaining equipment for the college
- Ensuring the smooth functioning of the laboratories and the library

- Supervising the functioning of the Placement Cell and other functinaratories

Role of the Principal in allocation and utilization of resources for the preparation of students:

- Identifying appropriate schools for teaching practice
- Short Listing institutions for project work
- Coordinating with the Education Department of District for taking permission for teaching practice, final lessons (practical exam), activities and projects in the schools
- Coordinating with village/slum area heads for community studies project for students
- Interaction with the University authorities for educational activities
- Inviting community resource persons for extension lectures. Etc.

6.2ORGANIZATIONAL ARRANGEMENTS

6.2.1 List the different committees constituted by the institution for management of different institutional activities? Give details of the meetings held and the decisions made, regarding academic management, finance, infrastructure, faculty, research extension and linkages and examinations during the last year?

Ans: The institution has constituted various committees/cells for the internal organization and efficient functioning of the institution. All the committees/cells function effectively in their own areas and decision making processes are delegated to the extent of campus discipline and finally lies on the principal .The following committees/cells have been constituted by the institution:

S.no	Name of the committees/cell	Meetings held	Decisions made
1.	Examination Committee	Before and after conduct of examination(twice in a session)	To conduct examination, preparation of results and feedback to the students.
2	Discipline Committee	Whenever required	Maintaining discipline in college campus during functions also.
3.	Library committee	Regularly	Selection and purchase of books, reference material etc.
4.	Placement cell	Once a year	Suggests suitable opportunities to students in various schools according to their abilities and feasibility

5.	Finance Committee	Whenever required	Requirements are assessed and grants allocated
6.	Infrastructure Committee	Whenever required	Computers for laboratory, multimedia printer cum scanner, Projectors and other required material for proper maintainace of infrastructure
7.	Staff Committee	Frequently	Staff meetings for various purposes
8.	Time table committee	Regularly	Adjustments for various purposes
9.	Campus Beautification and Cleanliness committee	Regularly	Maintenance of lawns, beautification of campus, maintainace of display boards/notice boards
10.	College Functions committee	Regularly	Organization of various functions in the college
11.	Research and extension activities	Frequently	Seminars on teacher education, Workshops on various fields, various orientation programmes
12.	Sports committee	Once a year	Organization of sports meet every year
13.	NSS and Social service committee	Frequently	Organization of NSS Camps and social service programmes are organized by institution frequently
14.	Picnics/ Tours committee	Once a year	Organization of educational tours
15.	Admission committee	Once a year	Organization of required arrangements to follow admission procedure
16.	Teaching practice committee	Whenever required	Proper and equal allotment of group of students to all faculty members for effective execution of teacher training programme and organization of skill in teaching competitions etc.
17	Club activities	Whenever required	Various clubs are formed in increasing students participation and encourages active learning
18.	Alumni association	Once a year	Arranging alumni meetings
19.	Parents teacher association	Whenever required	To maintain good relationship between parents and teachers for developments of students

The meetings of these committees are held as per the needs of the institution.

6.2.2 Give the organizational structure and the details of the academic and administrative body of the institution.

List of administrative body of the institution

Sr. No.	Name	Designation
1	Swami Dr. Amrita	Chairperson
2	Sh. Jivan Das Taneja	Secretary
3	Ms. Shweta Gaba	Cashier
4	Mr. Sukhwinder	Accountant
5	Sh. Kailash Taneja	Member (Civil Engineer.)
6	Swami Bhakti mani	Member
7	Sh. Karam Chand Gautam	Parents Representative
8	Dr. Atulesh Vaidya	Health Advisor
9	Sh. Mohit Sharma	Students Representative

List of Teaching Staff of the institution

Sr. No.	Name & Full Address	Designation	Qualification
1	Dr. Swami Amrita	Principal	M.A., M.Ed., Ph. D
2	Ms. Shweta Gaba	Lect.	M.Sc.(Math), M.Ed.
3	Dr. Manish Kumar	Lect.	M. A., M. Ed., M. Phil., Ph. D
4	Mrs. Rajinder kaur	Lect.	M.A., M.Ed.,
5	Mrs. Asha Rani	Lect	M.A., M. Ed, NET, M. Phil.
6	Mrs. Ritu Sahai	Lect	M.A., M. Ed., NET

7	Mrs. Savita	Lect	M.A., M. Ed,
8	Mrs. Sarika Mehra	Lect.	M.A., M.Ed.
9	Mrs. Kavita	Lect	M.A., M. Ed,
10	Mrs. Meghna Bhalla	Lect	M.A.(Eng), M.A.(Math), M. Ed., NET, M. Phil.(ENG)
11	Ms. Jasvinder	Lect	M.A., M. Ed, NET
12	Mrs. Asha Kiran	Lect	M. A., M. Ed, M. Phil., NET
13	Mrs. Shivani	Lect	M. Sc., B. Ed.
14	Mohit Sharma	Physical Instructor	B. A. , B. P. Ed.

6.2.3 To what extent is the administration decentralized? Give the structure and details of its functioning.

Yes, the administration is decentralized. Different committees and houses have been formed to conduct the various programmes and activities. They perform their duties and responsibilities independently without any interference of any one very nicely. Since Principal cum Chairperson being head of the institution remains in concerned with every one regarding funds or any guidance/ help. Different committees and houses and their functioning:

	COMMITTEES	FUNCTIONING
1.	Examination Committee	To conduct examination, preparation of results and feedback to the students.
2	Discipline Committee	Maintaining discipline in college campus during functions also.
3.	Library committee	Selection and purchase of books, reference material etc.
4.	Placement cell	Suggests suitable opportunities to students in various schools according to their abilities and feasibility
5.	Finance Committee	Requirements are assessed and grants allocated
6.	Infrastructure Committee	Computers for laboratory, multimedia printer cum scanner, Projectors and other required material for proper maintainace of infrastructure
7.	Staff Committee	Staff meetings for various purposes
8.	Time table committee	Adjustments for various purposes
9.	Campus Beautification and Cleanliness committee	Maintenance of lawns, beautification of campus, maintainace of display boards/notice boards
10.	College Functions committee	Organization of various functions in the college
11.	Research and extension activities	Seminars on teacher education, Workshops on various fields, various orientation programmes
12.	Sports committee	Organization of sports meet every year
13.	NSS and Social service committee	Organization of NSS Camps and social service programmes are organized by institution frequently
14.	Picnics/ Tours committee	Organization of educational tours
15.	Admission committee	Organization of required arrangements to follow admission procedure
16.	Teaching practice committee	Proper and equal allotment of group of students to all faculty members for effective execution of teacher training programme and organization of skill in teaching competitions etc.
17	Club activities	Various clubs are formed in increasing students participation and encourages active learning
18.	Alumni association	Arranging alumni meetings
19.	Parents teacher association	To maintain good relationship between parents and teachers for developments of students

6.2.4 How does the institution collaborate with other sections/ departments and school personnel to improve and plan the quality of educational provisions?

The institution collaborates with other departments and school personnel to improve and plan the educational quality .The institution collaborates with school personnel by visiting the schools during student teachers teaching practice. A group of trainees goes to this school for teaching practice, our staff visits the school during the teaching practice and thus this school also acts as one of our extension programme centers.

To improve and plan the quality of educational provisions, the institution collaborates with the Education Department and Universities. The institution organizes the orientation programs for school teachers.

The institution collaborates with other departments to organize extension activities viz, hospitals welfare societies and departments of universities etc. To collaborate with the school, the Principal keeps in touch with the heads of the schools and teachers by visiting the schools and inviting the heads and the teachers for different purpose to the college and discuss various issues. Institution has a healthy interactions and exchange of faculty members to enhance the quality of education. We conduct seminars, workshops, group discussion to provide opportunity for students and staff members of different departments to share their knowledge.

6.2.5. Does the institution use the various data and information obtained from the feedback in decision-making and performance improvement? If yes, give details.

Yes. The institution uses the various data and information from the feedback in decision-making and performance improvement. Feedback is obtained from all stakeholders and the views gathered are discussed and given due weight age in modifying patterns and strategies of instruction, execution of activities and administration. The institution uses the data and information obtained from the feedback in decision making and performance improvement.

For academic improvement, the institution has the following feedback mechanism

- Student teacher gives feedback about activities conducted, infrastructural facilities and about the availability and utility of learning resources.
- Evaluation of the institution and faculty by student teachers: At the end of the academic year, the institution takes the written feedback from the student teachers. This is used to improve the quality of the academic programs.
- Feedback from the faculty: All the suggestions and feedback are discussed in the faculty meetings. The problems are discussed and the solutions are drawn out for smooth and better academic work.
- Feedback from Practicing Schools: The institution conducts meeting with the head and the teachers of the concerned schools for smooth implementation and execution thereby enhancing the quality of the training programme.

- The institution conducts various activities to enrich the students knowledge on different aspects. After such activities the institution collects feedback from the student teachers, which in turn is used for further planning and execution.
- Feedback through faculty meeting after the execution of programmes helps in further planning

Thus, the institution conducts feedback sessions at various levels and works with a democratic outlook.

6.2.6 What are the institution's initiatives in promoting co-operation, sharing of knowledge, innovations and empowerment of the faculty? (Skill sharing across department creating/providing conducive environment).

Ans: The college has taken following initiative to promote co-operation among the faculty members, sharing of knowledge, innovations and empowerment of the faculty. The institution's initiatives in promoting co-operation, sharing of knowledge, innovations and empowerment of the faculty by the following ways:

1. Since all the educational plans are made in the light of decisions taken in the staff meetings, committee meetings and the cooperation is extended for the execution of the policies and decisions.

2. Organizing workshops/seminars/competitions also is a joint effort of all.

3. Study leave is provided to the staff.

4. Staff is allowed to attend and present papers in Seminars, Workshops and conferences to refresh their knowledge.

5. Staff has been sent on different orientation/refresher courses.

6. Cooperation is a success mantra of the institution. Therefore, the college works with the help of different committees, groups, and houses.

Each house is under the charge of two staff members which helps in promoting co-operation and sharing of knowledge

The purpose of houses is to provide opportunities to students for self expression, inculcate leadership qualities to help students to shoulder the responsibilities and help them to understand the concept of co operation and team spirit. The students from all the sections are divided into five houses:

1. SURYA SAVITRI
   In-charge: Dr. Manish and Ms. Meghna Mehndroo Bhalla

2. SAROJINI NAIDU
In-charge: Ms. Ritu David Sahai and Ms. Kavita

3. RANI LAXMI BAI
In-charge: Ms.Rajinder Kaur and Ms. Savita

4. KALPNA CHAWLA
In-charge: Ms. Asha kiran and Ms. Jasvinder

5. SAVITRI PHOOLE
In-charge: Ms. Shivani and Ms, Sarika Mehra

Innovation: Language learning, Paper Analysis, Book Review, Computer Learning, Guidance Bureau, Alumni and Placement Cell.

Empowerment of faculty: Participation in seminars, workshops, refresher and orientation programmes, publication of articles in educational magazines.

Thus the skills are shared across the faculty and conducive environment of teaching -learning is created in the institution.

6.3 STRATEGY DEVELOPMENT AND DEPLOYMENT

6.3.1 Has the institution MIS in place, to select, collect align and integrate data and information on academic and administrative aspects of the institution?

Yes, the management information system (MIS) is effective in operation. The college has MIS in place, to align and integrate data and information on academic and administrative aspects of the college on the college website-www.bceviratnagar.com. The institutional website contains information on programmes offered, the course content, and the infrastructure available. It also has detail of faculties available, library and academic and nonacademic activities of the institution, examination results etc.

According to this system the collection of data in coordination with the faculty members is integrated and finally compiled data supplied to the head of the institution, management, academic and administrative bodies of the institution as and whenever required.

It helps to analyze the actual problems and to plan actual solutions to them. It is a very important and scientific tool for curriculum design, improvement of teaching-learning process, identifying developmental needs of students as well as of staff members, availability of adequate physical infrastructure including ICT resources and learning resources, assessment of students growth and welfare, and to generate new ideas and innovative methods for the quality development of the educational standard of the institution.

6.3.2. How does the institution allocate resources (human and financial) for accomplishment and sustaining the changes resulting from the action plans?

Soon after the plan of action is prepared, due attention is given to all requirements and resources to execute the action plans. Accordingly, proper arrangements for the allotment of physical and human resources are made.

Whenever the human resource is in need, the institution appoints the qualified staff to fulfill the need. Duties and responsibilities are allocated to them according to their subject of specialization, capacities and skills.

All the financial resources which include salaries, purchase of library books, infrastructure, maintenance etc. are allocated as per UGC, NCERT and University norms.

Collective planning and integration of programs of new and old, important and unimportant academic and outreach are analyzed for allotment of resources.

6.3.3 How are the resources needed (human and financial) to support the implementation of the mission and goals, planned and obtained?

Ans: The institution has sufficient human resources to support the implementation of the mission and the goal. We receive academic and professional help from them through meetings, feedback, discussions. And also in the staff meetings, the faculty volunteers are selected for various activities this enables us to fulfill our vision. Planning of all resources is done as per University norms.

The major financial resource is only the fees collected from the students. Financial resources are also planned by the management after discussion with head of the institution and is used for the implementation of the mission and goals.

6.3.4. Describe the procedure of developing academic plan. How are the practice teaching school teachers, faculty and administrators involved in the planning process?

Procedure for developing Academic plan:

Every activity of this institution is transparent in order to promote better Co -ordination and understanding at all levels of administration and teaching. Before the starting of every academic session the staff members come together to plan and decide about the activities for the academic year. Subjects are distributed according to the specialty (or) preference. The teaching plan, number of subject, number of working hours for each teacher is worked out and presented to the principal.

This helps the principal to have a clear picture about what subject is being taught in which hour by whom. Also each class in charge teacher present attendance every week to the Principal .During the beginning of every year the principal & the staff have a meeting to plan that year's academic & other activities. The principal states the goals and objectives to be achieved in that particular academic year. Regular meeting ensure the systematic procedure and coverage of syllabus within the specified time.

At the time of practice teaching the in-charge of practice teaching visits the concerned schools and conducts meetings with the headmaster and the teachers. During the meeting, all the aspects related to practice teaching like time table, number of lessons to be taught by trainees, planning of teaching lessons, observations to be made, feedback to be given by teacher in charge etc. are discussed and final planning is made accordingly for better functioning.

6.3.5 How are the objectives communicated and deployed at all levels to assure individual employee's contribution for institutional development?

Ans: On the basis of system perspective plans the employees are oriented to institutional goals and objectives through personal interactions with the Principal, senior faculty and the members of the management. However, adequate care is exercised to see that no one is overloaded. Whenever necessary, additional personnel are deputed, the senior faculty helps out the juniors when they seem to face difficulties. The aim is to bring out the best in every employee through synchronization of individual and institutional goals.

6.3.6 How and with what frequency are the vision, mission and implementation plans monitored, evaluated and revised ?

Vision and Mission acts as a goal for any institution towards which all the activities of an institution are directed. The institution monitors and evaluates its implementation plan at different stages.

The vision, mission and implementation plans are monitored, evaluated and revised from time to time. Planning is done in the beginning of the session and its monitoring and evaluation is done weekly, monthly, quarterly and yearly. The college has an internal co-ordination and monitoring mechanism through the various committees to look after different activities. Periodic meetings are held with the teaching and non-teaching staff for proper administration and management. The teachers and non-teaching staff are required to maintain daily diaries and to submit every week. Head of the institution accordingly guides the staff and required changes may be incorporate.

6.3.7 How does the institution plan and deploy the new technology?

Planning is made at the beginning of the academic year. The college is very keen to make use of the new technology and has already utilized in different ways. It provides the staff and students enough technological facilities to enhance the teaching learning process. The Information Communication Technology (ICT) lab is well furnished with computer systems. Internet facility is available for the staff at all the time whereas students are given free access to internet at specific timings. Besides of ICT lab other labs with new technologies are well furnished.

Still the institution plans and deploys the new technology as and when required and also as per the feasibility of its introduction within the allotted budget after:

- Recommendation by the faculty of the institution and approved by the Principal Chairperson.

- Feedback from the staff members on feasibility of the new technology.

-Need development of student teachers as per the global standards.

6.4 HUMAN RESOURCE DEVELOPMENT

6.4.1 How do you identify the faculty development needs and career progression of the staff?

Ans: Each staff member of the institution is dedicated towards his/her working. They have the desire to provide education of the highest quality and they know that this quality can be achieved

only through the personal and collective dedication. The track for effective continuous improvement of the staff is maintained for both the self and institutional improvement. Improvement is aided by the management in the following ways.

- Recognizing the potential of the staff and encouraging them to participate in workshops, seminars, and refresher courses.
- Granting permission for their self improvement like future education.
- Granting leave for pursuing higher education
- The college conducts the guest lecturers from senior personnel of education.

6.4.2. What are the mechanisms in place for performance assessment (teaching research, service) of faculty and staff? (Self – appraisal method, comprehensive evaluations by students and peers). Does the institution use the evaluations to improve teaching research and service of the faculty and other staff?

The college has the following mechanisms to get the performance assessment of the faculty and other staffs.

1. Student Evaluation: All the students are given a feedback form in which they write their experiences gained in different fields, their achievements/enhancements or any lacking in the subjects which are helpful in evaluation of the teachers. . The feedback obtained from the students is communicated to the faculty. They are asked to make necessary changes in their teaching methodology, lecture preparation etc.

2. **Self Evaluation:** All our Staffs submit their personal achievements in the academic year. Personal recommendations and suggestions (if needed) are given for improving the quality of the college.

3. **Principal Evaluation:** Principal evaluation plays an important role in the evaluations to improve teaching and services of the faculty. Teachers maintain their diaries for their day to day working. What they are doing or teaching on a particular day in a particular class. Each staff member maintains his/her diary for his/her house working and duties on the particular days. Tutorials group's activities are also shown in the written form. All these diaries are checked by the principal on the weekly basis and suggestions are also given (if needed) by her. The performance of the students in their class tests, terminals projects, house tests , assignments and university examinations is analyzed and the report is duly submitted to the Principal.

4. In order to ensure maximum output, all planning is done in consultation with the faculty, keeping in mind their area of specialization and expertise.

All theses evaluations have been found beneficial to the staff in enhancement of quality of the teaching- learning process of the college.

6.4.3 What are the welfare measures for the staff and faculty? (Mention only those which affect and improve staff well-being, satisfaction and motivation)

The institution makes efforts continuously to improve the overall organization effectiveness capabilities, development, welfare to the faculty (teaching and non teaching) through various welfare measures:

- ✓ Encouragement for higher studies and research work for personal academic development of faculty members.
- ✓ Financial assistance is provided whenever required.
- ✓ Maternal leaves for female faculty member
- ✓ The achievements and progress of the staff have been recognized and appreciated on every possible occasion.
- ✓ Employees Provident Fund (EPF) for teaching and nonteaching staff
- ✓ Medical facility and dispensary facility etc.
- ✓ Banking facility
- ✓ Seminars etc.

6**.4.4 Has the institution conducted any staff development programme for skill up-gradation and training of the teaching and non-teaching staff? If yes, give details.**

Yes, the institution conducts programmes for skill up gradation of staff.

For the up-gradation and training of staff, faculty members are encouraged to contribute articles in newspapers, journals. They are also motivated to improve their qualifications by enrolling themselves in various types of degrees and courses. All the teachers are encouraged to engage in research be it Ph.D., Action Research or any other research project etc. Depending on the latest development and changes in the curriculum the respective staff members are sent for refresher courses, orientation courses conducted by the SCERT / Kurukshetra university to equip themselves with the latest insights in their respective subject. To keep abreast with the latest developments they attend appropriate workshops, seminars, extension lectures organized at the college and even outside the college to enhance their professional growth.

Non teaching staff is also encouraged to attend seminars, orientation programmes and refresher courses etc. to enhance their professional growth in their respective fields.

6.4.5. What are the strategies and implementation plans of the institution to recruit and retain diverse faculty and other staff who have the desired qualifications, knowledge and skills (Recruitment policy, salary structure, service condition)and how does the institution align these with the requirements of the statutory and regulatory bodies (NCTE, U.G.C, University etc.) ?

For recruiting faculty, vacancies are advertised in the leading newspaper, so that the candidate with requisite qualification may apply for the post. staff members are recruited through interview according to the rules and regulations of Kurukshetra university for B. ed. and according to SCERT regulations for D. Ed. which is further followed by rules and regulations of NCTE.

Eligible candidates are selected and called for the interview in the institution. Then the selection committee from the Kurukshetra University with the Members of management interviews the candidates and select for the particular posts for B.Ed. Also selection committee from S.C.E.R.T. Gurgaon interviews the candidates for D.Ed.

Salary is given as per UGC norms. Service conditions of employees are as per the UGC/state government. To retain the faculty regular increments and other favorable facilities for staff are in place. The respective staff is informed about the regulations to be followed and the work expected from them. Duties are distributed equally which enhances the co-operation and commitment among the faculties. Conducive environment free from any kind of biasness is there in the institution. Senior teachers act as mentors to facilitate the adjustment of the new entrants in the institution. The institution implements various staff welfares to support and sustain them

6.4.6. What are the criteria for employing part-time/ Adhoc faculty? How is the part-time/ Adhoc faculty different from the regular faculty? (E.g. salary structure, workload, specializations).

If requirement arises part time faculty can be recruited based on their qualification, experience and aptitude. Only the total number of working hours varies for part -time and regular faculty.

6.4.7. What are the policies, resources and practices of the institution that support and ensure the professional development of the faculty? (E.g. budget allocation for staff development, sponsoring for advanced study, research, participation in seminars, conferences, workshops, etc. and supporting membership and active involvement in local, state, national and international professional associations).

The institution always encourages and supports the staff members of the college for professional growth and to participate and present papers in seminars, conferences, workshops, orientation courses and refresher courses for their professional development.

- They are given duty leave to participate in seminars, refresher courses and orientation programmes etc.
- Moreover the institution also encourages the faculty to write articles for various national and international journals.
- Additional increments are granted if the staff members enhance their qualification or for any commendable achievement.
- Various books and journals publications are available with the library which is available for issuance for faculty members.
- Computer Systems with broadband internet connection with a policy of unlimited and anytime access for faculty members.
- Use of technological gadgets available in the institution.
- Institution also encourages faculty for advanced research study leading to M. Phil. and Ph.D.

6.4.8. What are the physical facilities provided to faculty? (Well maintained and functional office, instructional and other space to carry out their work effectively).

The physical facilities provided by the institution to the faculty members are:

- Well equipped library
- Methods labs are made available
- Computer system with Internet access
- Well equipped staff room
- Spacious and well-maintained classrooms
- Place for parking vehicles
- Well maintained washrooms
- Hospital facility

6.4.9: What are the major mechanisms in place for faculty and other stake holders to seek information and or to make complaints?

Ans: Major mechanisms to seek information are-

- College Principal and college office (about college rules and regulations with regard to service conditions, leaves etc.),

- College library (about different courses their syllabi, old question papers, research papers, newspapers, magazines, encyclopedias, journals etc.,
- College Website - www.bceviratnagar.com (about comprehensive information about college faculty, college rules and college activities). The college website is updated time to time
- The regular staff meetings are the normal occasions for the members of the staff to seek information and clarification.

The staff can meet the principal to share their personal opinions about work related grievances.

6.4.10 Detail on the workload policies and practices that encourage faculty to be engaged in a wide range of professional and administrative activities including teaching, research, assessment, mentoring, working with schools and community engagement.

Ans: Proper time table has been made to divide the work load in such a manner that each faculty member is engaged in a wide range of professional and administrative activities including teaching, research assessment, mentoring, working with schools and community engagement.

The members of the faculty are given workloads based on the individual capacity and interest. All the faculties are given equal importance and the work load is divided equally and all the staff members have equal responsibilities.

Due care is taken to avoid overloading on any one. The institutions practices encourages faculty members to be engaged in active and quality working and development. Work of the institution is being distributed in a proper ratio of the faculty members and also as per the competency of the respective faculty.

The workload for the curricular activities like teaching guidance, core training and special training, and observation of lessons, practical work and internal assessment is equally distributed among all the faculty members.

In the beginning of the academic year, the annual plan of all the academic and extra-curricular activities is prepared. The co-curricular activities and extra-curricular activities are implemented by the various committees.

Due to equal distribution of workload, teacher educators can devote adequate time for preparation and reflection on teaching. They are engaged in research, school and community work and other professional development programmes.

6.4.11 Does the institution have any mechanism to reward and motivate staff members? If yes, give details.

Yes, the institution rewards and motivates the staff members on their achievements. Staff members are appreciated and felicitated on different occasions for their performances. They are encouraged, rewarded and motivated in the form of gifts also. They are encouraged to participate actively and to go ahead. They are given platforms to explore themselves.

6.5 FINANCIAL MANAGEMENT AND RESOURCE MOBILIZATION

6.5.1 Does the institution get financial support from the government? If yes, mention the grants received in the last three years under different heads. If no, give details of the source of revenue and income generated

Our college is a self financing institution and does not get financial support from the government .The source of revenue and income is fees received from D. Ed. and B. Ed. This is as per the norms of government i.e. according to SCERT and Kurukshetra University.

6.5.2 What is the quantum of resources mobilized through donations? Give information for the last three years.

No, Donations are received as such from any other resources for the use of the use of our institute.

6.5.3 Is the operational budget of the institution adequate to cover the day-today expenses? If no, how is the deficit met?

Yes, the operational budget of the institution is adequate to cover the day-today expenses. No deficit has arisen.

6.5.4 What are the budgetary resources to fulfill the missions and offer quality programs? (Budget allocations over the past five years, depicted through income expenditure statements, future planning, resources allocated during the current year, and excess/deficit)?

No budgetary resources are allocated as such. The total income is from the fees of the students is available in the bank account and is readily used for the purpose of quality enhancement purposes.

6.5.5 Are the accounts audited regularly? If yes, give the details of internal and external audit procedures and information on the outcome of last two audits. (Major pending audit paras, objections raised and dropped).

Yes the accounts are audited regularly. Accounts maintained by Mr. Sukhwinder singh. Internal audit is done by CA Bal Krishan Nayar and External audit is done by Income Tax Department of Govt. of India every year and No objection have been raised or dropped

6.5.6 Has the institution computerized its finance management systems? If yes, give details.

Yes, the finance management is done through tally software a computer system with printer and scanner are allocated for the purpose.

6.6 BEST PRACTICES IN GOVERNANCE AND LEADERSHIP

6.6.1: What are the significant practices in governance and leadership carried out by the institution?

Ans: Significant practices in governance and leadership carried out by the institution are:-

Physical facilities- well maintained Staff room, comfortable furniture, internet facilities, dispensary, well maintained wash rooms, library facility, well maintained laboratories etc.

Leave facility: Study leave, medical leave, and maternity leave for all staff members.

Work load: Allotment of the work according to expertise and interest of the faculty.

Financial benefits: UGC/ state government scales, salaries given on time, provident fund benefits etc.

Skill up gradation and training facilities: Staff is given opportunities for attending orientation courses, seminars, refresher courses, paper presentations etc.

The students are also motivated in a following ways:

Fostering leadership qualities in prospective teachers: Morning Assemblies are planned and executed by the students. When prospective teachers go for practice teaching, a group leader is selected in each school that comes forward to actively participate and to take responsibilities as a leader

Outcomes of the activities: Sense of responsibility is developed among the students. It is helpful to college professors in co - coordinating various student activities.

Systematic planning of curricular and co-curricular activities: Activities are systematically planned every academic year.

CRITERION VII:

INNOVATIVE PRACTICES

7.1 INTERNAL QUALITY ASSURANCE SYSTEM

7.1.1 Has the institution established internal quality assurance cell (IQAC)? If yes, give its year of establishment, composition and major activities undertaken.

Ans: Yes, the institution has Internal Quality Assurance Cell (IQAC) for Internal Quality Assurance System. This is for quality enhancement and to maintain high academic standards.

(a) ESTABLISHMENT: It was established in year 2013

(b)COMPOSITION/STRUCTURE: The composition is as follows:

Principal cum Chairperson

DR. Swami Amrita

Co ordinator

Ms. Shweta Gaba

Executive Members

1. Mr. J.D. Taneja
2. Mr. Manish Bhatt

(c) MAJOR FUNCTIONS OF IQAC SYSTEM: To maintain the high academic standards the college holds regular meetings of IQAC. The following functions have been performed by the institution:-

- Encouraging all the teacher educators to use different technological devices and new methods of teaching.
- Arranging various extension lectures/ Workshops to update their knowledge.
- Improving communication skills, personality grooming programmes.
- Celebration of National and International days like Independence Day, Teachers Day, Children's Day, Republic Day, National Science Day, women's Day, Mothers Day, Hindi day, Environment day, Population day, Nutrition week etc.
- Conducting periodical unit tests at the end of each unit in the foundation courses and the methodological courses.

- The facility of internet connection and photocopy in the library and computer laboratory
- Purchased required books for the library.
- Latest equipments in each Laboratory were added.
- New psychological tests for psychology laboratory were purchased.
- Purchased various latest equipments for Science laboratory like glassware, optical instruments, models etc.
- Purchased furniture for the library and Staff room.
- Facilitating the creation of a learner-centered and quality oriented learning atmosphere.
- Preparing schedule and collecting feedbacks from various sources for the evaluation and the quality improvement;
- Documentation of the various activities of the College leading to quality Improvement like working of houses, tutorial groups, meetings of staff members etc.

7.1.2. Describe the mechanism used by the institution to evaluate the achievement of goals and objectives.

Ans: To monitor and evaluate the policies and plans of the institute for their effective implementation, the following mechanism and procedures have been adopted by the institution:

- Ensuring timely an efficient accomplishment of academic, administrative and financial tasks.
- Regular faculty meetings, student-faculty meetings to chalk out the action-plan, allocate the duties and discuss the progress of the college in different spheres.
- The relevance and quality of academic and research programmes is monitored and efforts made for better preparation and performance.
- To evaluate the efficacy and quality of our training programmes the feedback from school heads and community representatives are taken from time to time.
- Ensuring integration of modern and innovative methods of teaching in teaching learning process like discussion method, seminars on various topics, debates, etc.
- Ensuring the adequacy, maintenance and functioning of support structure and services by regular follow ups.

- ❖ Encouraging the faculty members to participate in various conferences, workshops and seminars as well as to publish their research work.
- ❖ Students feedback about the teacher educators reflects the achievement of goals and objectives of the institution.
- ❖ Principal feedback about the teacher educators also measures the achievement of the Academic and Administrative responsibilities towards goals and objectives.
- ❖ Group Dynamics helps the teacher educators to co-operate with one another so that the synergy of the staff may be goal directed.

7.1.3: How does the institution ensure the quality of its academic programmes?

Ans: The quality of academic programmes is ensured by undertaking the following activities, in which the participation of both teachers and students have been sought:

- By engaging highly qualified staff.
- By holding staff and management meetings
- By developing college calendar containing academic and co-curricular activities.
- By framing the time table and allocating appropriate time to each subject and other activities.
- By conducting weekly class tests and house examinations for improving the performance of students.
- By giving them written and oral assignments on the topics relevant to their syllabus.
- Conducting Remedial Classes, Seminars, Workshops, Organizing Extension Lectures, Quiz Competitions, and Skill in Teaching Competitions.
- By making teachers to submit weekly reports regarding activities undertaken by them
- By getting feedback from students
- By ensuring optimum use of various labs like Science lab, Psychology lab, Language lab, Computer lab and Technology lab.
- By using Audio visual aids during the Micro-Macro phase of practice teaching.
- By orientating the students in lesson planning and internship activities.

- For optional subjects, Micro teaching is taught in the month of November. Demonstration classes are given by the respective teacher educators in the class using different teaching aids.
- The skills of Micro teaching are practiced systematically by the student teachers
- Before Macro teaching practice the student teachers are expected to complete Micro teaching records for both the teaching subjects.
- Every prospective teacher is updated with latest technology of power point and OHP presentations.
- Model practical examination is conducted in the class by the respective teacher educators. The corrections feedbacks and suggestions are given to the student teachers.
- Cultural and co-curricular programmes are conducted for the students conducted to explore their personality.etc.

7.1.4: How does the institution ensure the quality of the administration and financial management processes?

Ans: The College works smoothly under the guidance and motivation of the management. It functions through different committees which perform their well defined duties.

ADMINISTRATIVE MANAGEMENT

- To ensure the quality of administration, the meetings of Principal with lecturers and nonteaching staff are held from time to time. The students' suggestions and criticism are taken into serious consideration.
- In addition to this, the Principal holds meetings with the administrative staff also. The agenda of these meetings is to review the tasks accomplished and advance planning of the tasks to be undertaken.
- The Principal and administrative staff meet daily to plan the day's work. Routine work is completed in time. The administration working is in very systematic manner.
- The Principal and administration prepare the College Calendar considering of Academic activities, life skill courses and holidays.
- Monthly programmes are planned well in advance and the teacher educators volunteering are assigned to execute with the coordination of the selective and interested student teachers.

FINANCIAL MANAGEMENT

- COLLECTION OF FEES

It is deposited in the bank by the students at the time of admission and in further parts as per the directions of govt. of Haryana.

- EXPENSES: Expenses are done under various heads.
- SALARY

Consolidated salary is credited in bank and in cash for both the teaching staff and non-teaching staff

- The college has a mechanism for internal audit under which is done by the Principal in consultation with the college Accountant,
- Auditing of financial matters is done by a chartered accountant (CA). The chartered accountant supplies an audited report at the end of the financial year.
- External Audit is done by the Income Tax Department of Govt. of India every year.

7.1.5: How does the institution identify and share good practices with various constituents of the institutions?

Ans: Good practices are ensured at all stages for continuously adding values to the students' personality. The institution identifies the good practices and removes the shortcomings through managing committee meetings, club meetings, visits to other institutions, experiences of visiting faculty and through exchange program.

The management encourages and supports the institutional initiatives in execution of various projects related to best practices and innovations are:-

- The faculty is encouraged to do M. Phil / Ph.D. for their professional growth.
- The faculty is motivated to attend and participate in workshops, seminars, refresher courses, and they are also relieved from their teaching duties. The prospective teacher educators are also encouraged.

- The institution has adopted centers for community service like Mother Teresa Haryana Saket Council Chandimandir and Mandhudhar Kasauli etc..These activities help them to identify themselves as the part of society. They learn to be a responsive and useful member of society.
- Also the teachers in-charge in various practices teaching schools have undertaken many projects in the schools like organization of morning assemblies, decoration of display board and the organization of other activities in the schools. These activities help students to understand their future duties as teachers and the work culture of schools.
- The students are encouraged for the maintenance of the library and other labs.
- The college has provision of placement cell which gives better opportunities to deserving candidates.
- College updates website regularly which gives compiled information about college.
- Alumni Association Meet is also a constituent of institution for best practice etc.

7.2 INCLUSIVE PRACTICES

7.2.1 How does the institution sensitize teachers to issues of inclusion and the focus given to these in the national policies and school curriculum?

Institution sensitizes teachers to issues of inclusion as:

1. **Sensitization of faculty**:

Faculty members are streamlined towards national policies and the school curriculum through participation in seminars, workshops, in service teacher training courses. The faculties are exposed to the concept of inclusive education through Awareness Programme by visiting and interacting with special school students. Days of Importance such as Women's day, AIDS day and etc. are celebrated.

2. **Democratic way**

The institution has democratic way of administration. Every decision is made collectively. Views and opinions of the members are considered under the leadership of the Principal cum Chairperson to arrive at purposeful decision. Members of the staff actively participate in all the activities and share their academic experiences and suggest latest technology.

3. **Secularism:**

Our institution follow the path of secularism .The students of different religions are admitted. The values of all religions are practiced in the assembly.

4. **Socialism:**

All the students are encouraged to participate in cultural programmes, group activities and club activities. All the students are encouraged to interact with each other. Co-operation and Co-ordination is expected from the students during the celebration of the festivals.

5. **Student centered or activity centered education:**

Our institution insists on innovative activities in the classroom teaching. Technology oriented teaching is compulsory during teaching practice. Learning activities like seminar, debate and many instant activities created by the student teachers are the evidences for student centered education. And all the students are encouraged to participate in these activities so that students with different abilities can be included and can explore their personality.

6. **Admission Procedure:** Admission policies ensure inclusion of all students irrespective of caste, religion, ability, social and economic background, etc.

7. **Periodical update and innovative practices**: A systematic education is provided which suits the needs of the hour. Field trip, educational tour, excursion at different places makes the student teachers to have cordial relationship with the society. Good environment with all physical facilities is provided.

7.2.2 What is the provision in the academic plan for students learn about inclusion exceptionalities as well gender differences and their impact on learning?

Ans: To facilitate prospective teachers about inclusion and academic performance of socially disadvantaged groups, the following provisions are made in the academic plan:

- In B. Ed. Inclusive Education is a compulsory subject which covers different topics on these issues.
- By organizing visits and making they observe the community centers meant for such cases.
- By organizing seminars on contemporary educational issues to make them aware of the problems faced by disabled and problems which arise due to gender issues.

- The teachers duly address the students about the problems of these learners and acquaint them on how they can help them.
- By providing facility of free and unlimited access to internet to collect more information on these issues.
- Being a co-educational institution all our students are given equal opportunity to participate in the college activities according to their abilities.
- During their practice teaching student teachers are getting ample opportunity to interact and associate with students from various backgrounds and diverse temperaments.

Other than these activities the academic plan of the institution includes various co curricular activities through which values related to gender equality are inculcated among them. The institution is co-educational, hence equal opportunities of participation of both genders are provided in various activities conducted according to academic plan.

7.2.3: Detail on the various activities envisioned in the curriculum to create Learning environments that foster positive social interaction, active engagement in learning and self motivation.

Ans: Various activities are envisioned in the curriculum to create Learning environments that foster positive social interaction, active engagement in learning and self motivation are:

- Subject-wise assignments, seminars and weekly tests foster the sense of active engagement in learning amongst the students.
- Making co-curricular activities compulsory for creating positive social interaction.
- Allotment of a period for library daily for creating learning environment for engaging them in self-learning.
- Micro teaching, simulated teaching, demonstration lessons, observation lessons, practical work in components for creating optimal learning environment.
- Celebration of important national and international days.
- Practice teaching programmes also help to foster positive social interaction. Student teachers are encouraged to attend school staff meetings, parent teacher meetings and other functions organized by practicing schools.
- Fee concession is given to the needy and deserving students which fosters self motivation.

- Educational tours, field-trips, visits to nearby slum areas, orphanages, old age homes, community interaction programmes and computer literacy programmes are best sources of positive interaction, active learning and self-motivation.
- Club activities: Students are encouraged to organize and participate club activities. This is the sign of social interaction and motivation among the club members.
- Assembly :Every day assembly has the following activities
  - ✓ Prayer
  - ✓ Hanuman Chalisa
  - ✓ Thought for the day
  - ✓ News reading
  - ✓ Speech on a specific topic

Roll number wise equal opportunity is given to all the student teachers to prepare any one of the above activities. Preparation and participation motivate them towards creativity and motivate towards active engagement with positive social interaction.

- Alumni Meet: Alumni meet again is favoring this concept as Present student teachers interact with the past students. The old students share their experiences in this college as B.Ed. and D.Ed. students. Thus the present students are motivated to study well and use the opportunities available in the college.

7.2.4. How does the institution ensure that student teachers develop proficiency for working with children from diverse backgrounds and exceptionalities?

The college has devised ways and practices for ensuring that the student teachers develop proficiency and competencies for working with children from diverse backgrounds and exceptionalities. The approach is based on teaching and practice.

- By equipping them with teaching skills and competencies through methodologies of teaching.
- By making them to learn the use of appropriate teaching aids.
- By training them in the administration of psychological tests for the identification of students with diverse needs.

• Student teachers take part in talks, debates and lectures on value education, equity, equality and social justice.

• They participate in co-curricular activities that promote social values

• Equal opportunities to involve in social activities provide exposure to them to the society at large.

• Visit to the old age homes and special schools and hospitals provide ample opportunity for the students to become aware of the sufferings of the people.

• During the course of simulated teaching and practice teaching they are required to practice competencies for creating cordial atmosphere between the peer groups. Since they have to deal with a composite The student teachers gain sufficient experience of dealing with students from diverse backgrounds during practice teaching programs. During this period they organize various cultural activities, literacy activities, games and sports for children from diverse background and needs.

Collectively, all the above mentioned competencies and skills are promoted amongst the pupil teachers at different stages and through different activities.

7.2.5. How does the institution address to the special needs of the physically challenged and differently-abled students enrolled in the institution?

Ans: To cater to the needs of special children and for the academic growth of students admitted from disadvantaged sections, the possible support and academic arrangements are made :

- ❖ Proper seating arrangement for the students with special needs.
- ❖ During practice teaching, schools are allotted as per their convenience.
- ❖ Maximum of teaching and practical work is carried out on ground floor only.
- ❖ The challenged students are provided with teacher members to solve their problem at individual levels also.
- ❖ Teachers also mentally prepare their fellow students to help such students also.
- ❖ There is provision of extra coaching for slow learners in their free lectures or during library periods.
- ❖ Differently abled students are given extra time for the completion of their assignments work or other project working etc.

7.2.6 How does the institution handle and respond to gender sensitive issues (activities of women cell and other similar bodies dealing with gender sensitive issues)?

The institution makes provisions for handling and responding to the gender sensitive issues:

- Students are made aware on Rights of women, Legal Provisions of Women, Legal Aid that are available etc.

- Through seminar on Women Empowerment.
- Whenever such issues are there in news in the surroundings / regional/ national level students are sensitized how they should protect themselves from any untoward incident.
- Sensitizing female student teachers regarding the problems and issues related to women.
- Lectures by lady doctors are also arranged to solve health related problems.etc.

7.3 STAKEHOLDERS RELATIONSHIPS

7.3.1 : How does the institution ensure the access to the information on organizational performance (academic and administrative) to the stake holders?

Ans: The institution takes the following measures to access and drive the quality policy of the institution:

- All planning for the development of the institution including implementation and evaluation of the academic programs is discussed in the meeting of Managing committee.
- Meetings of the Principal and staff for discussing the decisions taken by the management committee.
- Press notes given in the newspapers
- Through the prospectus/handbook of information of the college.
- College website serves as an important source to access the information on organizational performance.
- Academic performance of the students is intimated through their tutors to the principals and parents.
- There is Merit board showing the first rank every year along with the percentage of marks in final examination and names are put up on that board.etc.

7.3.2: How does the institution share and use the information/data on success and failures of various processes satisfaction and dissatisfaction of students and stake holders for bringing qualitative improvement?

Ans: For the deployment and review of our institution quality policy the sharing and use of information for bringing qualitative improvement the following measures are taken by the institution:

- The institution gets feedback from staff, heads of schools and students for bringing quality improvement.
- Based on the feedback, remedial measures are discussed and actions are taken in faculty meeting to eliminate short comings.
- The programs of the institution are qualitatively improved.
- Strengths and weaknesses of the students in their projects, seminars, assignments, answer booklets and lesson plans are recorded and discussed.
- Systematic and scientific criteria have been evolved for providing feed back to the pupil teachers.
- Oral feedback is sought from the students by head/ staff of the institution regarding the functioning of the institution.
- Feedback Performa filled in by the alumni's are also a reliable source of collecting information regarding the working of institution for bringing qualitative improvements in this regard.etc.

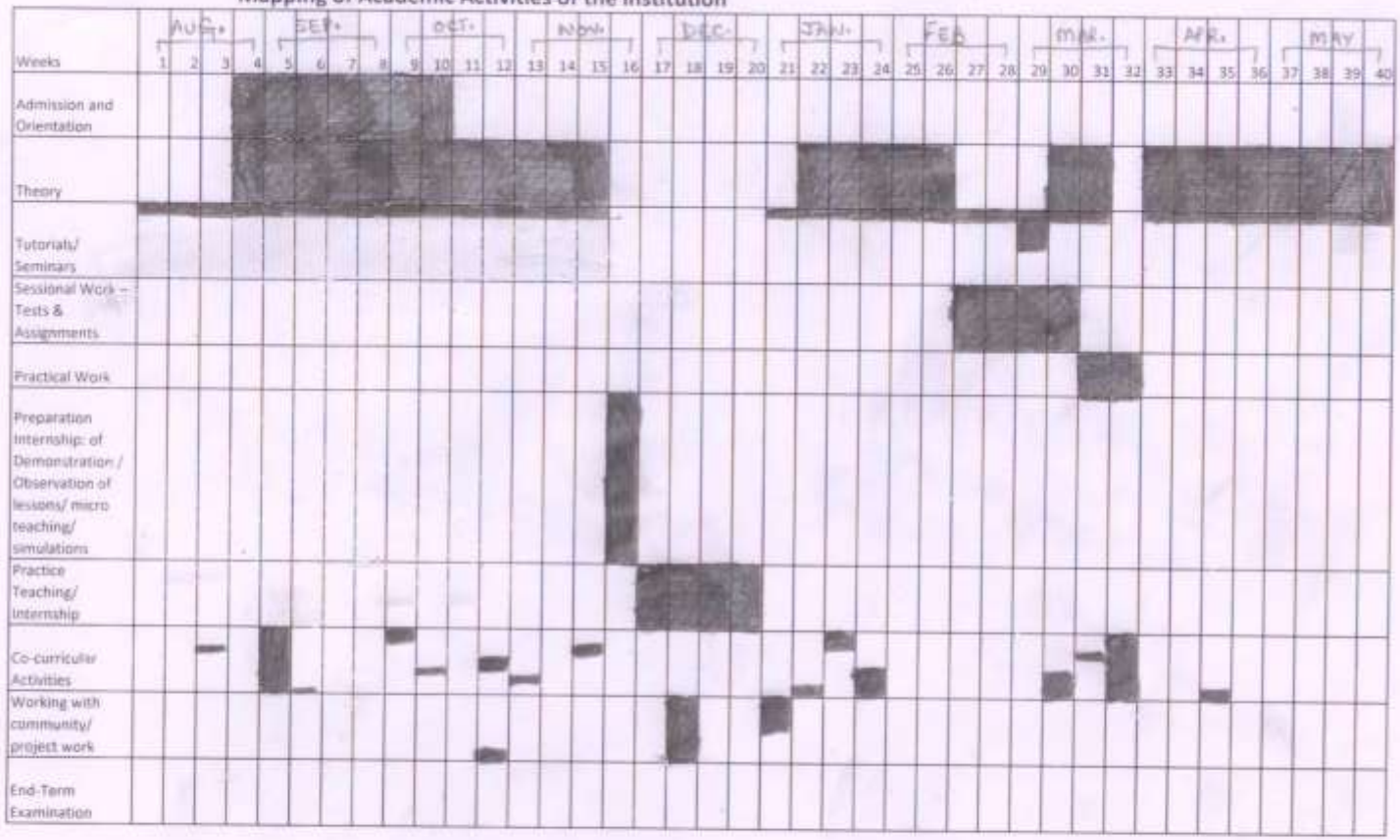
7.3.3: What are the feedback mechanisms in vogue to collect and collate data from the students, professional community, Alumni and other stake holders on program quality? How does the institution use the information for quality improvement?

- We receive written feedback from all the students at the end of every academic year and classify them based on the teacher educators need.
- Every Head of the schools of practice teaching is requested to give their impressions and feedback about the student teachers teaching, punctuality, relationship etc. in writing. Based on the feedback given the principal interacts with the teacher educators and makes them aware of the evaluation of the students. Every teacher educator is given freedom to be creative in responding to the feedback given.
- During Alumni meet feed backs are heard and received also through feedback forms.

- Major problems are dealt in the meeting within the managements and discussed about the ways to solve the problems and finally policy decision is made.

  Feedbacks collected from Alumni, Parents, School Headmasters and guide teachers are analyzed and discussed thoroughly in the staff council and meeting are held to arrive at suggestions for quality improvement. After that the institution takes preventive and corrective action for quality improvement.

Mapping of Academic Activities of the institution



Note : A week is of six working days and a day is of six clock hours
The table should cover the entire academic session and may be extended as per the requirement

END TERM EXAMINATION — FINAL EXAMS ARE STILL PENDING

Annexure

Images Cannot be uploaded due to the file size.